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ABSTRACT

The English-as-a-Second-Language (ESL) curriculum of the Arlington (Virginia) Adult Learning System (AALS) is presented. AALS is a consortium in which an adult education provider (the public school system) coordinates efforts of its own organization with a community-based organization, a vocational institute, and a university to transition limited-English-proficient (LEP) adults into college and vocational training. The report begins with an overview of AALS and its participating agencies and descriptions of the scope, assessment system, and criteria for determining skill level assessment in the four participating agencies, including details on both of the four participating agencies, including details on both placement and exit criteria in different language skill areas. Subsequent sections detail the curricula of the four participating agencies. The first is a life skills curriculum offered by Hogar Hispano, a community organization serving low-income immigrant families. The second is a learner-centered ESL curriculum for adults offered by the Arlington Education and Employment Program (REEP), an Arlington Public Schools project serving LEP immigrants and refugees. The third is a pre-vocational transition ESL course for adults presented by a school-district-based vocational education and job placement program, and the fourth is a pre-academic ESL transitional course for adults at Marymount University (Virginia), a private liberal arts institution. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 382 058

THE ARLINGTON ADULT LEARNING SYSTEM (AALS) CURRICULUM

A TRANSITIONAL ESL CURRICULUM FOR ADULTS

Arlington Education And Employment Program (**REEP**)
Arlington Public Schools
Arlington, Virginia

FL800976

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THE
ARLINGTON ADULT LEARNING SYSTEM (AALS) CURRICULUM

A
TRANSITIONAL ESL CURRICULUM FOR ADULTS

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The Employment Training Center (**ETC**)
Hogar Hispano
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OVERVIEW OF THE ARLINGTON ADULT LEARNING SYSTEM (AALS)

In October 1992, the Arlington Education and Employment Program (REEP) was one of three projects in the United States to be funded under the National English Literacy Program [1]. The U.S. Department of Education (Office of Vocational and Adult Education) funded these two-year grants to develop replicable models for transitioning limited English proficient (LEP) adults along a continuum of learning from literacy to vocational and academic study.

The Arlington Education and Employment Program (REEP), along with ESL service providers in Arlington, created a model in which an adult education provider coordinates a unified system that bridges a community-based organization, an adult education program, a vocational institute, and an institution of higher education. This system is called the Arlington Adult Learning System (AALS) and consists of a consortium of the following local education providers:

Hogar Hispano: a community based organization under the auspices of Catholic Charities that serves the social, economic, educational, and family needs of low-income immigrants in a number of ways, eg. assistance with immigration, tax preparation, and emergency food and clothing. Hogar Hispano also offers four levels of low cost, non-intensive ESL instruction at 9 locations in Northern Virginia.

Arlington Education and Employment Program (REEP): a special project within the Department of Adult Education, Arlington Public Schools (APS) that serves approximately 2500 LEP immigrant and refugees per year through a variety of program components designed to meet the diverse needs of adult learners in Arlington: REEP's Intensive ESL Program, the Adult Learning Center (Computer Learning Lab), the Workplace Literacy Program, and the Non-Intensive Extension Program. REEP is funded exclusively through grants and special projects, such as the National English Literacy Transition Project.

Employment Training Center (ETC): an adult education program of the APS that offers native and non-native adults free vocational training and job placement in the fields of office skills, child care, electrical trades, and printing. Like REEP, ETC is funded through grants and special projects.

Marymount University: an independent, comprehensive, coeducational university in the liberal arts tradition that has an intensive English as a second language program with four levels of instruction that prepare foreign students for academic study at US universities.

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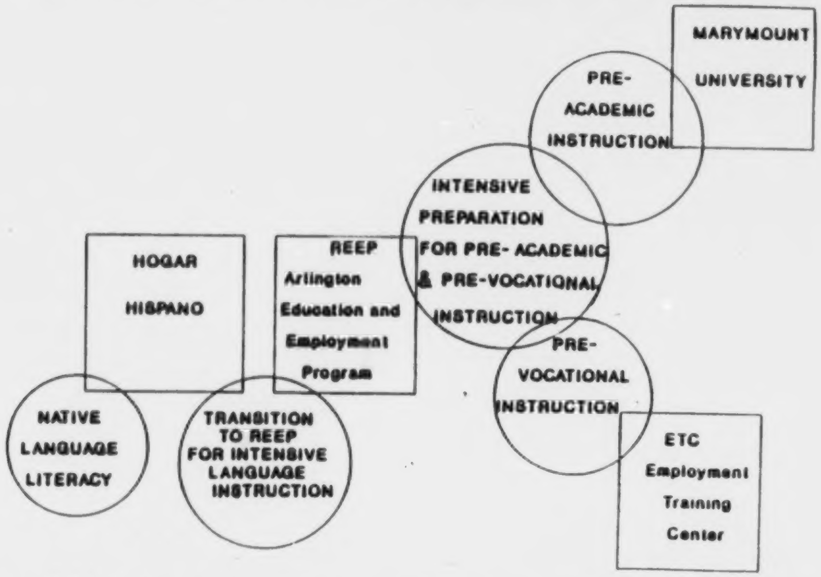
[1] The other English Literacy Transition grantees were: El Paso Community College and The Massachusetts Department of Education.

The Arlington Adult Learning System is a comprehensive transitional program that links the resources and enhances the expertise of broad and diverse ESL service providers into a well-articulated, full-service approach to training designed to address a wide range of learning and educational needs. The primary purpose of this system is to facilitate learner transition from level to level and program to program until learners meet their education, employment, and training goals.

The following figure shows the four AALS partners (squares) and the programmatic links (circles) created by the partnership to break down the barriers to transitioning from provider to another. One of the major links that these circles represent it the transitional curriculum presented in this document. For more information about the project, copies of the final report can be requested from the addresses listed on the inside cover page.

ARLINGTON ADULT LEARNING SYSTEM (AALS)


MARYMOUNT UNIVERSITY
PRE-ACADEMIC INSTRUCTION
INTENSIVE PREPARATION FOR PRE-ACADEMIC & PRE-VOCATIONAL INSTRUCTION
HOGAR HISPANO
REEP Arlington Education and Employment Program
PRE-VOCATIONAL INSTRUCTION
NATIVE LANGUAGE LITERACY
TRANSITION TO REEP FOR INTENSIVE LANGUAGE INSTRUCTION
ETC Employment Training Center

Under the AALS model shown above, learners are assessed at their point of entry and placed along a continuum of learning from native language literacy, on the one hand, to preparation for vocational and academic study, on the other hand. Once in the system, learners transition from one program level or service provider to the next according to their goals, aptitudes, and interests.[2]

The Arlington Education and Employment Program (REEP) serves as the king pin for the AALS system, drawing learners from the CBO and transitioning learners along the continuum of learning through REEP to vocational or academic training.

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[2] See AALS Assessment System.

INTRODUCTION
AALS CURRICULUM:
A TRANSITIONAL ESL CURRICULUM FOR ADULTS

The AALS Curriculum developed under this project is a comprehensive instructional system developed for programs teaching ESL to adult immigrants and refugees. It provides instructional direction to teachers of learners along a continuum from pre-literacy to preparation for academic and vocational training.

While the service providers in the AALS shared the common goal of preparing learners for transition, each agency was free to maintain philosophies consistent with their own institutional needs[3]. The following chart illustrates the curriculum components developed by each agency as well as the order in which the components appear in this curriculum.

EDUCATIONAL AGENCY	AALS CURRICULUM COMPONENTS
HOGAR HISPANO	◆ Four levels of non-intensive lifeskills English, including pre-literacy.
ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)	◆ Seven levels of intensive lifeskills English. ◆ Intensive advanced pre-vocational/pre-academic track of instruction. ◆ Individualized study component for pre-vocational/pre-academic preparation.
EMPLOYMENT TRAINING CENTER	◆ Intensive pre-vocational English course.
MARYMOUNT UNIVERSITY	◆ Intensive pre-academic English course.

The AALS curriculum is designed to prepare learners with the skills needed to transition in the following ways:

1) from one instructional level to another,
2) from ESL service provider to service provider, and
3) from ESL instruction to job training and academic study.

As illustrated in the chart on the next page, this curriculum is comprehensive in scope and assists learners in making progress in a variety of areas, consistent with each individual learner's language learning needs, level, and goals.

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[3] See introduction to each institution's curriculum. See Table of Content for page numbers.

SCOPE OF INSTRUCTION

Learner Goal Areas	Learner Goals: Consistent with their language learning needs and goals, learners will:	Curriculum Features designed to enable learners' to achieve goals
Skills/ competencies	• increase skills in English in order to achieve language learning goals • acquire the competencies and language skills needed for transition from level to level and provider to provider • acquire the competencies and language skills needed for job training • acquire the competencies, language skills, and academic skills needed for academic study	• Multiple levels of ESL instruction, ranging from pre-literacy to preparation for academic and vocational study • Goals translated into specific performance objectives • Clearly articulated entry and exit descriptions that facilitate transition from one level to another and one provider to another
Learner Strategies	• increase strategies for being better learners, eg. asking for clarification, management of time and materials, understanding policies and procedures, following instructions • develop strategies for attaining language learning goals • develop strategies for attaining long-term education and employment goals • increase academic skills, such as notetaking, test taking	• Goals translated into specific performance objectives • Intensive pre-vocational/ pre-academic track • Individualized pre -vocational/pre-academic study • Individual Education Plans
Goal Setting	• be able to express their language learning needs and goals • be able to express and evaluate their long-term educational and employment goals • identify areas of strengths, weaknesses, and progress	• Needs assessment integral to curriculum design and implementation • Individualized Education Plan
Knowledge of higher education and training options	• gain knowledge of job training and academic opportunities, including application process and eligibility requirements • gain knowledge of financial aid options for academic study, including application process and eligibility requirements	• Goals translated into specific performance objectives • Intensive pre-vocational/ pre-academic track • Individualized pre-vocational & pre-academic study • Individual Education Plans

AALS ASSESSMENT SYSTEM

The AALS assessment system facilitates the transition of learners from one agency to another through common assessment processes and instruments that the receiving agency understands and uses in its evaluation of the applicant. The following chart shows the assessment processes and instruments used with the AALS Curriculum. Also, see following section for level descriptions and individual partner curricula for progress reports.

AALS PLACEMENT AND ASSESSMENT INSTRUMENTS AND PROCESSES

AGENCY	ASSESSMENT INSTRUMENTS AND PROCESSES
Hogar Hispano	*Placement into Hogar Hispano classes:* •Short version of the oral and written tests administered at REEP *Transition to REEP:* See REEP below.
Arlington Education and Employment Program (REEP)	*Placement of Hogar Hispano Transition Students and Others into REEP classes:* •BEST Test (Basic English Skills Test) •Written Test developed by REEP •Attendance and Progress Records for Hogar Hispano students *Transition to Pre-academic Class at Marymount:* •English Placement Test developed by the University of English •Timed writing tests (modelled after Marymount's placement test) •Classroom assessment of progress and achievement of skills needed to transition (See progress reports and Level Descriptions.) *Transition to Pre-vocational Class at the Employment Training Center:* •TABE Test (Test of Adult Basic English) •Timed Writing Samples •Classroom assessment of progress and achievement of skills needed to transition (See progress reports and Entry Level Descriptions following this chart).
Employment Training Center	*Transition Instruments to Job Training Programs:* •TABE (Test of Adult Basic English) •Office Skills Test developed by ETC •Intake Interview •Classroom assessment of progress and achievement of skills needed for job training programs (See progress report and Entry Level Descriptions.)
Marymount University	*Transition Instruments to Credit Programs:* •English Placement Test •Timed Writing Test •TOEFL (Test of English as a Foreign Language) •Classroom assessment of progress and achievement of skills needed for credit ESL and/or academic classes (See progress report and Entry Level Descriptions).

LEVEL DESCRIPTIONS

The AALS agencies developed level descriptions for each of the 14 levels in the AALS curriculum. The goals of these level descriptions are to:

- assist in appropriate placement of learners along the educational continuum
- measure a learner's progress in English from one instructional cycle to the next
- assist instructors in assessing a learner's readiness to transition from level to level within an agency, and
- assist instructors and agencies in assessing a learner's readiness to transition from one educational agency to another.

The level descriptions outline the skills that learners need to exhibit in order to be placed into a given level. Depending on the level and the institution, the level descriptions consist of the following components:

- general language ability
- speaking skills
- listening skills
- reading skills
- writing skills
- study skills
- academic preparedness

While service providers in the AALS developed these descriptions as a team and shared the above goals, each agency was free to determine content and presentation style consistent with their own institutional needs. Hence, the organization and formatting of the descriptions vary somewhat. A complete composite of the level descriptions are presented on the following pages in the order in which they fall along the educational continuum:

- Hogar Hispano
- Arlington Education and Employment Program (REEP)
- Employment Training Center (ETC)
- Marymount University (MU)

The level descriptions for levels offered at each institution are also included in the respective curricula.

LEVEL DESCRIPTIONS

HOGAR HISPANO

PRE-LITERACY LEVEL

Basis for Placement:

Years of Education in Native Country: usually 4 or less
General Ability in English: very minimal
Listening/Speaking Ability: very few words or phases, if any
Reading/Writing Ability: can write name and address in Spanish

Exit Characteristics: **(In Spanish and in English)**

The student will be able to:

- recite, write the alphabet, spell names, simple words
- greet appropriately by title, time of day, etc.
- identify self, dependents by name, address, phone no.
- complete a personal identification form
- ask, answer common questions
- count to 100
- tell time, ask for, give the time, the day, the date
- handle money, ask for prices, give, receive correct change
- identify objects in the classroom
- read and understand common signs in public places
- know parts of the body
- dial 911 and give necessary information

BASIC LEVEL/LEVEL 1

Basis for Placement:

General Ability in English: minimal, needs to be shown directions.

Listening/Speaking Ability: understands and speaks a few common words and phrases, unfamiliar with grammar.

Reading/Writing Ability: reads and writes only letters and simple numbers, with the exception of names.

Exit Characteristics include the ability to read and write material listed as Exit Characteristics of the Pre-Literacy Level.

The student is able to :

- introduce self/others by name, relationship, occupation
- pronounce/spell, read/write, and use correctly familiar English words and phrases
- say, read, write the days of the week, the months, seasons, holidays, events
- read/write lists, shop for food, clothing, household items
- read and write facts of basic health care and common ailments

HOGAR HISPANO

INTERMEDIATE LEVEL/LEVEL 2

Basis for Placement:

General ability in English: limited, prefers that demonstration accompany oral directions

Listening/Speaking ability: Understands, speaks, and responds to simple, learned phrases

Reading/Writing ability: Can read and write simple, commonly used words and short phrases

Exit Characteristics **include those of the previous levels.**

The student is able to:

- understand, say, read, write simple facts about self/others
- ask for/give orally, in writing simple directions, messages
- use the telephone, leave and receive messages
- handle money, pay bills, write a money order, cash a check
- write a short meaningful paragraph/letter, using correct format, grammar and spelling

ADVANCED LEVEL/LEVEL 3

Basis for Placement:

General ability in English: Functions in routine survival needs and social demands. Follows oral and written instructions that can be demonstrated.

Listening/Speaking Ability: Understands and responds to simple, familiar English, spoken slowly. Tries to use correct grammar.

Reading/Writing Ability: Reads and writes simple, learned sentences with assistance.

Exit Characteristics include those of the previous levels. The student is able to:

- read pertinent parts of the newspaper
- apply for a job/community services orally and in writing, using correct pronunciation/grammar
- understand common idioms
- participate in normal, moderately paced, non-technical conversation
- write correct, original short essays, reports, letters
- have a basic sense of United States history and government
- follow English news programs on the media

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)

Basis for Intake Placement: BEST* Oral Test and In-house Written Test

100 (Low Beginning): Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures. *(BEST 0-10)*

150 (Beginning): Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level. *(BEST 8-18)*

200 (High Beginning Oral/Beginning Literacy): Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level. *(BEST 16-24)*

250 (High Beginning): Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level. *(BEST 18-24)*

300 (High Intermediate Oral/High Beginning Literacy): Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker **not** used to dealing with LEP speakers will have some difficulty communicating with a person at this level. *(BEST 28-33)*

350 (Intermediate): Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort. *(BEST: 23-29)*

450 (High Intermediate): Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort. *(BEST 29-33)*

550 (Advanced): Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics. *(BEST 31-37)*

**BEST= Basic English Skills Test (Center for Applied Linguistics)*

REEP ENTRY LEVEL DESCRIPTIONS: SPEAKING

100	150	200	250
May function in a limited way in situations related to basic needs. May be able to express a few very basic survival needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Has little or no control of very basic grammar.	Expresses basic needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Ask and responds to simple learned questions. May repeat words and phrases to clarify. Has a little to some control of very basic grammar. May be able to say letters of alphabet and numbers.	Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversation in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.	Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversations in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.

The ***Speaking*** descriptions for levels **200** and **250** are the same by design. The difference between the levels is in literacy skills (see ***Reading*** and ***Writing*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: SPEAKING				
300	**350**	**450**	**550**	**EXIT**
Functions independently in most everyday situations. Asks and responds to questions on familiar and some unfamiliar subjects. Speaks fluently, but with hesitation and pauses. May attempt to expand ideas. May clarify general meaning by repetition or simple rephrasing. Communicates on phone in routine situations. May ask for repetition. Has control of basic grammar. May use more complex grammar but with limited control.	Functions independently in most face to face routine social and work situations. May need to repeat to be understood. Relies on learned phrases and attempts spontaneity, but with hesitation and pauses. Has increasing, but inconsistent control of basic grammar. Communicates on phone in survival situations, but usually needs to repeat. Asks and responds to questions on familiar and some unfamiliar subjects. Can occasionally clarify general meaning by rewording. May switch to primary language.	Functions independently in most work situations and in routine social situations. Speaks fluently, but may have some hesitation. Communicates on the telephone on familiar topics. May need to repeat to be understood. May clarify general meaning by rewording in familiar contexts. Has control of basic grammar but can be inconsistent. May attempt to use more difficult grammar but with limited control. Asks and responds to questions on a variety of subjects.	Functions independently in nearly all social and work situations. Speaks fluently with little or no hesitation. Communicates by telephone on familiar subjects. Can clarify and reword some conversation. Controls basic grammar but makes mistakes with complex structures.	*Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication.* Speaks fluently with little or no hesitation. Functions independently in social and work situations. Understands and generally utilizes appropriate social registers. Can expand, support, clarify, restate, or paraphrase ideas. Communicates effectively by telephone on familiar subjects. Can summarize reading passages. Has control over complex grammar but makes mistakes.

The ***Speaking*** descriptions for level **300** are higher than for level **350** by design. A **300** level learner has very good oral skills but very weak literacy skills. The **300** level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ENTRY LEVEL DESCRIPTIONS: LISTENING

100	150	200	250
May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition. Needs context, concrete examples, and non-verbal cues to understand most oral information. May understand some letters of the alphabet and some numbers Needs to have all routine tasks demonstrated. May repeat words to confirm meaning.	Understands a number of simple learned phrases. May need slow speech and frequent repetition. May need context, concrete examples, and non-verbal cues to understand oral information. May understand letters of the alphabet and numbers.	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).

The ***Listening*** descriptions for levels **200** and **250** are the same by design. The difference between the levels is in literacy skills (see ***Reading*** and ***Writing*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: LISTENING

300	350	450	550	EXIT
Understand conversations . on everyday topics at normal speed in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details. Understanding simple oral instructions.	Understands conversations on familiar topics when spoken slowly and/or with repetition. Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics. Has limited ability to understand in non-contact situations (e.g. telephone). Understands simple oral instructions. May need repetition.	Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech. Understands most conversations on familiar topics in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can understand and give simple telephone messages. Understands simple oral instructions, but may need repetition.	Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition. Understands most non-contact communication on familiar topics and some communication on unfamiliar topics. May have some difficulty following conversation between native speakers. Understands complex oral instructions.	*Can take basic lecture notes on familiar topics.* Given contact situations and familiar topics, understands conversations at normal speed. Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics. Understands complex oral instructions. Can interpret oral test instructions.

The ***Listening*** descriptions for level **300** are higher than for level **350** by design. A **300** level learner has very good oral skills but very weak literacy skills. The **300** level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ENTRY LEVEL DESCRIPTIONS: READING

100	150	200	250
May recognize most or all letters of the alphabet but may not recognize correct order. May recognize single digit numbers and some higher numbers. May recognize a few very common sight words (e.g. name, address, stop). May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs. Has difficulty consulting text to locate information.	Recognizes upper and lower case letters of the alphabet. Relates phonological sounds to initial consonants. Recognizes numbers 1-100 Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions. Can identify sequence of a simple narrative. May use bilingual dictionary. Has difficulty locating the correct entry.	May have difficulty alphabetizing. Interprets sentences using vocabulary and structures previously learned orally. May need assistance. Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no) and some Wh-questions, but has difficulty consulting text to locate information. Can identify sequence of simple narrative. Uses bilingual dictionary but may have difficulty locating correct entries.	Can arrange lists in alphabetical order. Scans for specific information in simplified, lifeskill materials related to immediate needs. Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations. Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts. Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance. Can locate correct entries in a bilingual dictionary.

The ***Reading*** descriptions for levels **150** and **200** are very similar by design. The difference between these levels is in the learners' oral abilities (see ***Speaking*** and ***Listening*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: READING

300	350	450	550	EXIT
May have difficulty alphabetizing lists to the second or third letter. Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Generally reads word by word and decodes unfamiliar words by sound, not by context. Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations. Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.	Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included. Can relate titles to simple texts. May have some ability to guess vocabulary in context. Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, Wh-). Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.	Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included. Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance. Has some ability to guess vocabulary in context. Can usually identify and sometimes paraphrase the main idea in simplified reading. May be able to identify the topic sentence in a paragraph. Needs assistance with some non-simplified materials (e.g. utility bills).	Can demonstrate comprehension of a variety of non-simplified passages (e.g academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions. Can orally retell most reading passages. Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order. Reads using multiple context clues. Can generally identify and paraphrase the main idea. Can generally recognize difference between fact and opinion.	*Can demonstrate comprehension of a variety of non-simplified materials (e.g. fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g. factual, inference, and opinion) and by retelling/summarizing.* *Uses dictionaries, reference materials, and libraries to obtain information.* Can identify topic and supporting sentences. Can explain or paraphrase the main idea of passages. Can recognize difference between fact and opinion. Demonstrates strategies for learning and remembering new vocabulary. Can interpret written test instructions.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ENTRY LEVEL DESCRIPTIONS: WRITING

100	150	200	250
May copy letters of the alphabet, numbers, and personally meaningful material. May need assistance. May write letters of the alphabet and numbers from memory. May need assistance. May be able to write very basic personal information and complete a simplified form. May need assistance. May copy sentence patterns and insert own personal information. May attempt to write simple sentences on very familiar topics. Has little or no control of grammar.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes short simple sentences. May need assistance. Given a model on a familiar topic, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has some control of very basic grammar.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes simple sentences. May need assistance. Given a model, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has a little control of very basic grammar.	Independently completes simplified forms which require personal information. Given a model on a familiar topic, writes series of simple sentences. May use paragraph format. Attempts to elaborate, but may need assistance. Has some, but inconsistent, control of basic grammar. Makes frequent errors.

The ***Writing*** descriptions for levels **150** and **200** are the same by design. The difference between these levels is in the learners' oral abilities (See ***Speaking*** and ***Listening*** descriptions).

REEP ENTRY LEVEL DESCRIPTIONS: WRITING

300	350	450	550	EXIT
Copies personally relevant material. Can generally complete a variety of simplified forms. Given a model on a familiar topic, writes series of short simple sentences. May not use paragraph form. May have sentences unrelated to topic. May attempt to elaborate. Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking. Tends to spell phonetically. Has some control of basic grammar.	Completes a variety of simplified forms. Given a model on a familiar topic, writes a simple paragraph. May not have a main idea or stay on topic. Attempts to elaborate. Has increasing, but inconsistent, control of basic grammar. May attempt to use more complex grammar, with limited control. Writes complete simple sentences using correct word order. May write compound and complex sentences.	Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters. Given a familiar topic, can write a paragraph. May not write a topic sentence or stay on topic. Can write supporting sentences and attempts to elaborate. Has trouble with sequencing. Has minimal skills in self-editing but may have some peer editing skills. Has some control of structures, but makes errors which interfere with meaning. Can generally write compound and complex sentences. May have difficulty with word order.	Given a topic, can write a paragraph with a main idea and supporting sentences. May not use topic sentences and generally does not use concluding sentences. Can narrow or expand a paragraph topic with assistance. May have some sequencing problems within the paragraph. Can identify and self-edit some errors with assistance. Uses compound and complex sentences. Makes errors in complex structures such as passive, present perfect, and conditionals.	*Uses elements of process writing to generate essays.* Can narrow or expand a topic. Can write a paragraph with a main idea, supporting sentences, and a concluding sentence. Can use a variety of organizational patterns, (e.g. expository, descriptive, comparative, persuasive.) Has minor organizational problems. Can edit and revise writing, with assistance. Uses compound and complex sentences. Makes errors in grammar and mechanics, but these generally do not interfere with communication. Can summarize reading passages. Given timed, essay test questions, can communicate ideas, but with some structural and organizational problems.

ITALICIZED descriptions are **550** unit objectives.

EMPLOYMENT TRAINING CENTER

ETC ENTRY LEVEL DESCRIPTIONS: INTENSIVE PRE-VOCATIONAL COURSE Rev 4/21/94
(Transition BEST 29-33; Office Skills 37-40)

General Skills	Study Skills	Speaking	Listening	Reading	Writing
Understands most social demands. Can handle work which involves a sequence of 2 or 3 oral or written instructions in unfamiliar situations. A native speaker accustomed to dealing with LEPs can understand most of the time. Can state a personal opinion and support it with one to two examples.	Understands the basic format of text books (e.g. index, table of contents) Can use an ESL English/English dictionary for basic spelling and definition. Is familiar with basic types of test questions and formats (e.g. true/false, fill-in, multiple choice). Has some awareness of specific difficulties in skill areas.	Can function independently in social situations. Communicates by telephone on familiar subjects. Expands and supports basic ideas when speaking. May hesitate when organizing or looking for vocabulary. Can clarify and reword most conversations. Controls basic grammar but makes mistakes with difficult structures. Can make a 5-10 minute oral presentations easily on topics of interest with minor organizational problems.	Can understand 3-5 sequential oral instructions. Understands conversations on everyday level at normal speed when addressed directly. May need general clarification and repetition. Understands most non-contact communication on familiar topics.	Can read passages and answer short comprehension questions including opinion and some inference questions. Demonstrates some strategies to guess vocabulary in context including surrounding words and word order. Can identify the topic sentence. Can identify and paraphrase main idea. Can orally retell most reading passages. Reads using some context clues. Can recognize difference between fact and fiction.	Can write clear sentences. Has some organizational problems with word order and sentence order.

EMPLOYMENT TRAINING CENTER

ETC EXIT LEVEL DESCRIPTION: INTENSIVE PRE-VOCATIONAL COURSE (TABE Assessment)

(Rev. 4/21/94)

General Skills	Study Skills	Speaking	Listening	Reading	Writing
Understands differences in social and work demands. Understands importance of accurate comprehension of oral or written instructions in unfamiliar situations. A native speaker unaccustomed to dealing with LEPs can understand most of the time. Can state and support a personal opinion and readily support it with examples, explanations, and clarification. Can identify differences between spoken and written language.	Understands and uses the basic format of text books (scan for general information). Can use an English/English dictionary for basic spelling, pronunciation and multiple definitions. Demonstrates understanding of basic types of test questions and formats: true/false, fill-in, multiple choice, and essay. Demonstrates a few study and test-taking strategies, e.g. budgeting time, and process of elimination. Knows how to address specific difficulties related to job training.	Can function independently in nearly all social and work situations. Interacts on phone to leave business messages. Expands and supports basic ideas when speaking. Can initiate or change subjects easily. May experience some minor hesitation. Can clarify and reword most conversations. Controls complex grammar but may make minor mistakes with difficult structures. Can make a 5 minute work-related oral presentation.	Can understand 4-6 sequential oral instructions. Understands work-related conversations. Can ask for clarification or repetition of specific portions of conversation. Understands conversations at normal speeds on job-related topics. Understands 50-75% of all non-contact communications. Can take phone messages.	Can read passages and answer basic factual, inference, and judgement comprehension questions. Can orally summarize reading passages.	Can write complex sentences. Can identify and self-edit 25-50% of written errors. Makes minor errors in grammar and mechanics which do not interfere greatly with meaning.

MARYMOUNT UNIVERSITY

MU/REEP Pre-Academic Transition Program
Entrance Level Descriptions*

SPEAKING

1. Has fluency in spontaneous/informal speech situations.
2. Has had some experience with delivery of formal presentations.
3. Understands the organizational basics of information presentations but lacks confidence in ability.
4. Speech may be accented but does not interfere with communicative effectiveness.
5. Grammar mistakes are noticeable but do not hinder listener comprehension.

LISTENING

1. Follows conversational English without difficulty.
2. Can perform basic listening comprehension tasks such as following oral instructions and taking notes on simple topics.
3. Processes unfamiliar material at a slower than normal rate of speed and often needs material to be repeated or restated for full comprehension.
4. Has had little experience with listening comprehension test taking strategies.

READING

1. Is able to summarize short unabridged reading selections (fiction/nonfiction).
2. Can identify main ideas and supporting details of those readings.
3. Comprehends general vocabulary items but has a limited academic vocabulary base.
4. Has vocabulary building skills but needs to expand them and to focus on higher level reading material.

WRITING

1. Demonstrates control of paragraph length material following standard linear development - topic sentence, supporting details and conclusion.
2. Paragraphs show mechanical and grammatical weaknesses.
3. Sentence structures are varied but lack use of idiomatic expressions.
4. Effectiveness of topic development is sometimes hampered by limited or inappropriate vocabulary choices.

* Students are also expected to score 70+ on the English Placement Test (University of Michigan).

MARYMOUNT
Exit Level Descriptions

SPEAKING

1. Participates in class discussions easily and with confidence and without teacher prompting.
2. Uses self-monitoring techniques to correct grammar errors.
3. Can discuss academic/nonfiction articles with control and comprehension.
4. Uses argumentation skills with controversial topics and shows increased ability to express individual ideas.
5. Is comfortable in making 5-10 minute individual formal presentations before peer group.
6. Has participated in group presentations and understands the concept of being part of a team.

LISTENING

1. Has developed strategies for taking standardized listening comprehension exams.
2. Can take notes on academic lecture material using common note-taking skills including abbreviations.
3. Can use notes to successfully answer factual questions about academic lectures.
4. Can follow presentations given at normal speed by outside speakers whose topics are unfamiliar to the students.

READING

1. Can use word analysis (roots, stems, affixes) to understand new vocabulary items.
2. Uses context clues and predicting to increase reading comprehension.
3. Has increased reading speed as shown by improvement on timed reading tests.
4. Understands the organizational form of textbooks as opposed to fiction writing.
5. Can read lengthy passages with comprehension from a variety of textbook styles and disciplines.
6. Can apply reading and vocabulary strategies in standardized test taking situations.

MARYMOUNT UNIVERSITY
EXIT LEVEL DESCRIPTIONS (Continued)

WRITING

1. Demonstrates a wide range of purpose and form in paragraph writing - summaries, analysis of data, formal letters requesting information, essay test practice.
2. Uses appropriate transitions within and between paragraphs.
3. Uses self-editing techniques.
4. Has increased control of mechanics and spelling although errors exist.
5. Writes well formed sentences with few awkward or poorly structured passages.
6. Can use vocabulary and tone of writing that is appropriate for the task.

ACADEMIC PREPAREDNESS

1. Understands the organization and structure of higher educational institutions.
2. Has the skills and knowledge to successfully ask for information and complete a college application form.
3. Can use a college catalog and class schedule.
4. Understands financial aid options.
5. Sees the time commitment required for academic coursework.
6. Understands ethical codes of academic performance.
7. Uses critical thinking skills in the four skill areas.

THE HOGAR HISPANO CURRICULUM

A LIFE SKILLS ESL CURRICULUM FOR ADULTS

COORDINATOR: Sister Charlotte Hobelman

CURRICULUM DEVELOPMENT: Sister Mary Brady

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This curriculum was developed with assistance from the staff at the Arlington Education and Employment Program (**REEP**) and is based on the following documents:

The REEP Curriculum (3rd Edition): A Learner-Centered ESL Curriculum for Adults (1994) Arlington, VA: Arlington Public Schools.

Fairfax County Public School Adult ESL Curriculum (1991) Fairfax, VA: Fairfax Public Schools.

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HOGAR HISPANO'S ENGLISH AS A SECOND LANGUAGE PROGRAM CURRICULUM

MISSION STATEMENT

Hogar Hispano's ESL Program offers introductory level classes to limited English proficient (LEP) Hispanic adults in Northern Virginia to assist them to become self-sufficient and more productive members of American society.

INTRODUCTION

Explanation and Goals. The content of each level is planned for distribution over one year in three 10-week sessions and is structured to develop and/or reinforce life skills along with appropriate language skills, through exercises in listening, conversing, reading and writing.

Class Levels and Placement. Four non-intensive levels of instruction are offered: Pre-Literacy, Basic (Level 1), Intermediate (Level 2), and Advanced (Level 3). Initial placement is based upon written and oral placement test scores as well as consideration of number of years of formal education completed in the native country. See Appendix D for progress report used to evaluate continuing students.

Place and Time of Classes. Two-hour classes are held in Catholic Parish or County facilities throughout Northern Virginia. Classes are held either on Saturday or Sunday, or on one or two weekday evenings. There are three sessions a year, totaling 30 to 32 weeks of class.

Entrance Requirements.

Age: At least 18 years old.

Registration and Placement Test: Each year, at the beginning of the first session attended.

Textbook and Materials.

Pre-literacy Level:	ACCESS
Level I:	Survival English 1
Level 2:	Real-Life English 2 + Workbook 2
Level 3:	Side by Side, Book 3 + Activity Workbook 3

Fee. Students pay a modest sum for books and materials at the beginning of each session. No student is deprived of a book because of financial straits.

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Pre-Literacy Level/Native Language Literacy

Note:

Students at this level cannot read or write in Spanish. Therefore, these classes are conducted in Spanish by a native or near-native Spanish speaker. When a student is able to read and write in Spanish, there can be a gradual transition to written English. Depending upon local circumstances, students can be taught first in Spanish and then in English, or they can be taught to become literate in Spanish and in English at the time.

Basis for Placement:

Years of Education in Native Country: usually 4 or less
General Ability in English: very minimal
Listening/Speaking Ability: very few words or phases, if any
Reading/Writing Ability: can write name and address in Spanish

GOALS TO BE ATTAINED:

GOAL 1: Sound-symbol correspondence of letters, words, phrases, pertaining to personal identification.

GOAL 2: Sound-symbol correspondence of numbers 1-100, and names of numbers 1-100.

GOAL 3: Speaking/reading/writing familiar words, phrases, responses.

GOAL 4: Speaking/reading/writing short familiar sentences.

Note: **In so far as possible, these Goals should be met both in Spanish and in English.**

Exit Characteristics: **(In Spanish and in English)**

The student will be able to:

- recite, write the alphabet, spell names, simple words
- greet appropriately by title, time of day, etc.
- identify self, dependents by name, address, phone no.
- complete a personal identification form
- ask, answer common questions
- count to 100
- tell time, ask for, give the time, the day, the date
- handle money, ask for prices, give, receive correct change
- identify objects in the classroom
- read and understand common signs in public places
- know parts of the body
- dial 911 and give necessary information

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Pre-Literacy Level/Native Language Literacy

GOAL 1: Sound-symbol correspondence of letters, words, phrases, pertaining to personal identification, and daily life.

Skills: The student shall - in both Spanish and English: Recognize, spell first/last name orally. PRINT name. Discriminate capital/small letters. Write name. Recite, read, and write the alphabet. Recognize words pertaining to personal ID, daily life. Write personal identification, and names of others.

Strategies: Materials: Flash cards of Student Names, Alphabet

Activities:

Introduce letters via showing/spelling of student names. Introduce the alphabet, upper case, lower case, cursive. Have students constantly repeat, recite, ask one another. Copy, then write letters, alphabet, name, address, etc. Complete personal identification form.

GOAL 2: Sound-symbol correspondence of numbers 1-100, and names of numbers 1-100.

Skills: The student shall:

- recognize numerals 1-100, names of numbers, 1-100
- read, write, and recite telephone number(s), age, time, date, and prices

Strategies: Materials: Flash cards of numerals, names of numbers, prices, months, Clock (large with movable hands)

Activities:

Show digits, numerals, their names
Elicit repetition
Use matching, multiple choice, completion for name/digit correspondence
Teach correspondence between names/numbers of months

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GOAL 3: Reading/writing/speaking familiar words: nouns, verbs, (and perhaps, some adjectives)

Skills: The student shall recognize, read, write words describing

- persons: family members, workers, leaders, etc., i.e. driver, doctor, nurse, waiter, etc.
- household objects: furniture, food, clothing
- parts of the face and body: description, actions with
- neighborhoods: environment, buildings, activities
- stores: kind, merchandise, service
- symbols/signs: traffic, handicapped, etc.

Strategies: Materials: Flash cards of words, pictures

Elicit picture-word, word-picture correspondence
Elicit spelling, writing of words
Elicit one-word descriptions: color, size, shape
Role-play ordinary daily encounters, i.e. taking a bus, buying something, etc.

GOAL 4: Reading, writing, and speaking about common daily activities

Skills: The student shall:

- use forms of the verb "to be".
- use common active/passive voice verbs to form sentences
- recognize, read and, if possible, write very short familiar sentences.

Strategies: Materials: Flash cards, print material

Elicit identification with use of the verb, "to be"
Question: Who, what, where is/are?
Demonstrate common daily activities
Question: What is/are ___ doing? Who is/are ___?
Have read orally, silently: sentences, paragraphs
Discern comprehension of reading.

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RESOURCES

STUDENT TEXT:

ACCESS, Fundamentals of Literacy and Communication, Steven J. Molinsky, Bill Bliss, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1990

SUPPLEMENTAL STUDENT TEXT:

New Oxford Picture Dictionary (NOPD), E. C. Pamwell, Oxford University Press, New York, New York, 1989

TEACHER RESOURCES:

First Words, Linda Mrowicki, Linmore Publishing, Inc. Palatine, Illinois

Leer y Escribir Hoy, Peggy Dean, Teresa F. Uribe Linmore Publishing, Palatine, Illinois, 1990

ACCESS, Fundamentals of Literacy and Communication, Teacher's Guide, Steven J. Molinsky, Bill Bliss Prentice Hall Regents, Englewood Cliffs, New Jersey, 1991

NOPD Listening and Speaking Activity Book, NOPD Cassette and NOPD Playing Cards, Adelson-Goldstein, Goldman, Shapiro, and Weiss, Oxford University Press, New York, New York, 1993

Basic Level or Level 1

Basis for Placement:

General Ability in English: minimal, needs to be shown directions.
Listening/Speaking Ability: understands and speaks a few common words and phrases, unfamiliar with grammar.
Reading/Writing Ability: reads and writes only letters and simple numbers, with the exception of names.

GOALS TO BE ATTAINED:

GOAL 1: Knowledge of the Roman alphabet: names, sounds, uses, formation of letters.

GOAL 2: Social language: courtesy, greetings, titles, direct questions and answers.

GOAL 3: Identification of self, family members, occupations.

GOAL 4: The calendar, days, dates, weather, seasons, holidays.

GOAL 5: Numbers 1-1000, money, age, time, units of measure.

GOAL 6: Parts of the body, health.

GOAL 7: Environment, places, directions, transportation.

GOAL 8: Housing, furnishings.

GOAL 9: Consumerism: food, clothing, shopping.

Note: **Goals do not necessarily have to be achieved in the order given above, nor in their entirety. Goals should be determined by assessing students' needs and interests, thus enabling students to help prioritize the attainment of the goals.**

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Grammatical Issues to be Introduced:

- the purpose and function of grammar in the context of daily living
- vocabulary building, word-recognition, spelling
- to verb "to be"
- present tense, present continuous tense
- nouns, personal pronouns, number and gender
- sentence structure
- punctuation, capitalization

Exit Characteristics include the ability to read and write material listed as Exit Characteristics of the Pre-Literacy Level.

The student is able to :

- introduce self/others by name, relationship, occupation
- pronounce/spell, read/write, and use correctly familiar English words and phrases
- say, read, write the days of the week, the months, seasons, holidays, events
- read/write lists, shop for food, clothing, household items
- read and write facts of basic health care and common ailments

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Basic Level or Level 1

GOAL 1: Knowledge of the Roman alphabet: names, sounds, uses, formation of the letters.

Skills: The student shall:

- recognize, name and sound each letter
- recite the alphabet from memory
- spell simple, familiar words, important to the students
- print and write, using capital and small letters

Strategies: Materials: large alphabet or individual alphabets flash cards of individual letters

Activities:
Show, say, elicit repetition of letters and sounds
Dictate, elicit writing of letters and words
Have students put letters, words in alphabetical order

GOAL 2: Social Language: courtesy, greetings, titles, direct questions and answers

Skills: The student shall:

- know and use the proper form of greeting, courtesy
- ask/answer questions about self/others
- acknowledge answers politely
- use titles appropriately
- introduce self, others

Structures:

- Verb "to be"
- Personal pronouns - gender, number, use
- Interrogative words

Strategies: Materials: flash cards
symbols of day/night

Activities:

Role play with students meeting, greeting, introducing, responding, etc.
Model asking/answering questions, seeking/information, asking/giving directions

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GOAL 3: Identification of self, family members, occupations

Skills: The student shall:

- fill out personal identification section of a form for self, dependents
- state family relationships
- identify others by title, service, occupation
- use the verb "to be" with age
- use common verbs to express daily activities, work
- use of the verb, "to do"

Strategies: Materials: application forms, family tree, pictures of workers, leaders, etc.

Activities:

Have students complete personal identification section of application forms
Have students explain family relationships, tell one fact, such as name, about a family member
Have students impersonate workers/jobs, and as "Who am I?" "What do I do?"

GOAL 4: The calendar, days, dates, weather, seasons, holidays

Skills: The student shall:

- give/write the current date
- read, state months by name, number, season, etc.
- listen to, repeat, read the weather report
- know holidays and their significance

Strategies: Materials:

large visual calendar
individual calendars
days of the week
months of the year
terms/visuals for weather
terms/visuals for seasons
symbols for holidays, as appropriate

Activities:

Elicit days, dates: today, yesterday, tomorrow, birthdays, holidays.
Have students watch, read, listen to, call for the weather, and report it orally and/or in writing
Explain history, observance of American holidays
Ask students to tell about their holiday customs

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Basic Level or Level 1

GOAL 5: Numbers 1-1000, money, age, time, units of measure

Skills: The students shall:

- count to 100, know how to count to 1000
- understand U.S. money, know how to use/give change
- compare prices, quantities
- tell time

Strategies: Materials:

visuals of numbers
instruments of measure: ruler, tape measure, scales, culinary objects
realia: boxes, cans, cartons, jars, etc.
ads, articles, price tags, etc.
money (real or play)

Activities:

Have students ask prices, "buy"/"sell", give change
Have students measure objects, selves, decrease/increase, compare dimensions
Have students compare sizes of measure
If feasible, have students measure out ingredients for a recipe
Assign students to call time, weather, to report in class
Review age with students

GOAL 6: Parts of the body, health, emergencies

Skills: The student shall:

- name parts of the body
- state basics of good nutrition, good health
- identify common ailments
- call 911 and state emergency

Strategies: Materials:

flyers from Red Cross, county health centers, medical offices, etc.
medicine bottles, labels, etc.

Activities:

Play "Simon Says"
Sing "Head, Shoulders, Knees, and Toes"
Have students simulate an emergency phone call, a medical/dental appointment, a trip to the pharmacy
Have students role play parents teaching children good eating/safety habits

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Basic Level or Level 1

GOAL 7: Environment, places, directions, transportation

Skills: The student shall:

- state vocabulary for surroundings, i.e. street, corner, left/right, back/front, east/west, north/south, etc.
- identify names and functions of public buildings
- state location, directions to another location
- know how to read bus schedules
- know how to use public transportation
- know how to get a driver's license

Strategies: Materials: ads, maps, diagrams, bus/Metro schedules DMV pamphlets

Activities:

Students give/ask directions of one another
Students role play asking how to get certain services
Students decide what bus/Metro to take
Students demonstrate how to pay fare, use transfers

GOAL 8: Housing, furnishings

Skills: The student shall:

- identify food, clothing, furniture, household items
- be able to read labels on food and clothing
- know vocabulary for cleaning, repairing, etc.

Strategies: Materials: ads, Bingo with pictures

Activities:

Challenge students to describe a furnished room as other students draw it or list items heard
Have students arrange/rearrange objects in a room
Students name objects beginning with a certain letter, used at certain times
Role play buying/selling item for home
Role play caring for room/apartment/house
Play Bingo

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Basic Level or Level 1

GOAL 9: **Consumerism:** food, clothing, shopping

Skills: The student shall:

- state vocabulary for types/amounts of food
- state vocabulary for material/articles of clothing
- read labels on items of food, articles of clothing

Strategies: Materials: ads, labels, empty food containers, ads, articles of clothing

Activities:

Make shopping lists, role play shopping for and storing food at home
Simulate shopping for seasonal/occasional clothing
Review colors

RESOURCES

STUDENT TEXT:

SURVIVAL ENGLISH, English Through Conversations, Book 1, Lee Mosteller and Bobbi Paul, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1994.

TEACHER RESOURCE:

Teacher's Manual, SURVIVAL ENGLISH, English Through Conversations, Book 1, Lee Mosteller and Bobbi Paul, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1994.

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Intermediate Level or Level 2

Basis for Placement:

General ability in English: limited, prefers that demonstration accompany oral directions
Listening/Speaking ability: Understands, speaks, and responds to simple, learned phrases
Reading/Writing ability: Can read and write simple, commonly used words and short phrases

GOALS TO BE ATTAINED:

GOAL 1: Respond to, initiate introductions of self, others.

GOAL 2: Ask for, give directions.

GOAL 3: Use the telephone, answering machine.

GOAL 4: Use the monetary/checking system for signing a pay check, for making a down payment, etc.

GOAL 5: Fill out a form, i.e. application for work, medical appointment, medical history, social security

GOAL 6: Read newsletter from work, school, etc.

GOAL 7: Write a friendly, or a business letter.

Exit Characteristics **include those of the previous levels.**

The student is able to:

- understand, say, read, write simple facts about self/others
- ask for/give orally, in writing simple directions, messages
- use the telephone, leave and receive messages
- handle money, pay bills, write a money order, cash a check
- write a short meaningful paragraph/letter, using correct format, grammar and spelling

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Grammatical Components:

- reinforcement of the grammar of Level 1
- concept of tenses: past, present, future
- simple past tense
- past continuous
- direct questions: with verbs, with interrogative words
- "there is/there are"
- parts of speech: nouns, verbs, adjectives, adverbs, common prepositions
- sentences, word order

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Intermediate Level or Level 2

GOAL 1: Respond to, initiate introductions of self, others.

Skills: The student shall:
- respond to greetings,
- give personal identification orally and in writing, as on an application.
- identify family members

Strategies:

Materials: Teacher/students (as teacher/students, as others) "Family Tree"
Drawings of workers, service providers, etc.

Vocabulary: Family members/relationships
Titles of workers, professionals, etc.

Grammar: Review of present tense of the verb "to be"
Simple past tense
Use of "ago"
Parts of speech, especially nouns and adjectives
Personal possessive pronouns

Activities:
Students use appropriate greetings/introductions for times of the day
Elicit personal identification orally from each student
Practice completing application forms with student

GOAL 2: Ask for, give directions.

Skills: The student shall:
- ask for directions, take note of them
- give directions in response to need/request

Strategies:

Materials: Signs, maps, "cloze" diagrams
Drawings of buildings

Vocabulary: Common names for streets
Basic directions: north, south, right, left, etc.

Grammar: Prepositional phrases designating locations
Commands

Activities: Show, explain map/diagram, signs
Give/follow directions to/from specific locations
Ask directions to/from specific locations

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Intermediate Level or Level 2

GOAL 3: Use the telephone, the answering machine

Skills: The student shall:

- practice telephone courtesy, i.e. use of the following: "Speaking, Just a minute please, May I take a message"
- make a phone call
- make a phone call asking for information
- return a phone call
- relay a message from a recorded message
- leave a recorded message
- make an emergency phone call (911)

Strategies:

Materials: Telephone (if possible)
Cassette recorder, recording tape
Recorded message
Numbers for emergency, time, weather

Vocabulary: Telephone parts, terms
Telephone courtesy
Emergency situations
Types of telephone calls

Grammar: Sequence of tense
Use of "would", "could", "should"
Direct questions

Activities: Teacher elicits/reinforces telephone familiarity
Students role play telephone situations
- record messages
- transcribe one another's messages
- listen/relay weather, time message as assignment

Reference: 44+ Ways to Integrate Telephone Messages Into an Adult ESL Curriculum, by Tom Bello, Fairfax County Public Schools, Falls Church, Virginia, 1994.

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Intermediate Level or Level 2

GOAL 4: Use of the US monetary/checking system

Skills: The student shall:

- review our money
- read, write a check, recognize a statement
- request a money order
- read, compare housing ads

Strategies:

Materials: Money (real or play)
Blank check
Sample statement
Sign: For RENT, LEASE

Vocabulary: Coins and bills
Persons paying/receiving money
Utilities

Grammar: Basic mathematics
"There is"/"There are" ("Hay" in Spanish)
"How much is __?" "How much __?"
Comparisons: more, less

Activities: Show money
Elicit equivalents
Explain a check
Role play shopping, comparing prices
Role play applying/paying rent for apartment
Role play cashing pay check
Discuss terms for flow of money cash/credit
Make a budget

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Intermediate Level or Level 2

GOAL 5: Fill out a personal identification form.

Skills: The student shall:
- give personal identification for self and others
- give names, dates of past illnesses, surgeries, etc.

Strategies:

Materials: Actual or sample personal identification form
Actual or sample medical history form

Vocabulary: Terms on application, medical history form
Diseases, illnesses, surgeries of self, family
Parts of the body

Grammar: Review: verbs: person, number, tense; personal pronouns
Contractions

Activities: Role play asking for help in an emergency room
Role play asking for an appointment in a doctor's or dentist's office

GOAL 6: Read a newsletter from work, child's school, etc.

Skills: The student shall:
- predict meaning of article from headlines
- read and identify main ideas
- summarize both orally and in writing
- relate content to others

Strategies:

Materials: Newsletter from child's school
Newsletter from work
Advertisements
Notice posted in apartment

Vocabulary: Material directed to the "third person"
Terms related to school, work, apartment

Grammar: Future tense; Conditional statements

Activities: Role play seeing posted notice, receiving newsletter
Discuss purposes of the communication
Discuss consequences of compliance, non-compliance with directives to apartment dwellers, to employees, etc.

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GOAL 7: Write a friendly and/or business letter

Skills: The student shall depending on need:

- write a letter to a friend, describing an event
- write a letter of acknowledgement or gratitude
- write a letter for permission, of inquiry, of complaint

Strategies:

Materials: Sample letters

Vocabulary: Basic parts of a letter
Common courteous expressions used in letters

Grammar: Short complete sentences
Word order

Activities: Read letters
Discuss reasons for writing letters
Discuss sentence structure
Work on word order
Embody sentences in a class letter
Write individual letters

RESOURCES

STUDENT TEXT: REAL-LIFE ENGLISH Student Book 2, A Competency- Based ESL Program for Adults, Consultants: Jayme Adelson-Goldstein, Julia Collins, Else V. Hamayan, Kent Heitman, Patricia De Hesus-Lopez, Federico Salas-Isnardi, Connie Villaruel, Wei-hua (Wendy) Wen Steck-Vaughn Company, Austin, Texas, 1994.

REAL-LIFE ENGLISH Workbook 2, A Competency-Based ESL Program for Adults, Consultants as above. Steck-Vaughn Company, Austin, Texas, 1994.

TEACHER RESOURCES:

REAL-LIFE ENGLISH Teacher's Edition 2 and Audio-Cassettes 2, Consultants as above, Steck-Vaughn Company, Austin, Texas, 1994.

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Advanced Level or Level 3

Basis for Placement:

General ability in English: Functions in routine survival needs and social demands. Follows oral and written instructions that can be demonstrated.

Listening/Speaking Ability: Understands and responds to simple, familiar English, spoken slowly. Tries to use correct grammar.

Reading/Writing Ability: Reads and writes simple, learned sentences with assistance.

GOALS TO BE ATTAINED:

GOAL 1: Initiating a transaction of a business or professional nature.

GOAL 2: Reading the newspaper.

GOAL 3: Reading short literary works.

GOAL 4: Giving reports, descriptions, setting up portfolios

GOAL 5: Knowledge of US history and government.

GOAL 6: Familiarity with community services.

Exit Characteristics include those of the previous levels:

The student is able to:

- read pertinent parts of the newspaper
- apply for a job/community services orally and in writing, using correct pronunciation and grammar
- understand common idioms
- participate in normal, moderately paced, non-technical conversation
- write correct, original short essays, reports, letters
- have a basic sense of United States history and government
- follow English news programs on the media

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Grammatical Issues to be Introduced:

- future tense
- irregular verbs
- demonstrative adjectives and pronouns
- possessives
- infinitives
- simple conjunctions (and, but, so)

STUDENT TEXTS: SIDE BY SIDE, Book 3, Steven J. Molinsky, Bill Bliss, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1989.

SIDE BY SIDE, Activity Workbook 3, Molinsky/Bliss Prentice Hall Regents, Englewood Cliffs, New Jersey, 1989.

TEACHER RESOURCES: SIDE BY SIDE, Teacher's Guide 3, Molinsky/Bliss Prentice Hall Regents, Englewood Cliffs, New Jersey, 1989.

SIDE BY SIDE, Activity Workbook 3 Audiocassette (Set of 2), and SIDE BY SIDE, Test Package 3, (Set of 2), Molinsky/Bliss, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1990.

For resources related to specific goals, see goal page.

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Advanced Level or Level 3

GOAL 1: Initiating a transaction of a business or professional nature.

Skills: The student shall

- look for wants ads in the newspaper
- call or go to the place of business or service
- make the necessary inquiries
- respond with appropriate words/actions

Strategies:

Materials: Pictures or shared experiences of such situations

Vocabulary: titles of personnel involved
terminology that may be used
polite expressions

Grammar: Review of present, present continuous tenses.
Introduction of future tense: will, going to
Use of would, would like to, etc.

Activities: Elicit needs to be filled outside the home.
Teacher, students role play both positions.
Practice , possible answers/requests.
Bring want ads to class for discussion
Simulate resume writing, interviews, applications

RESOURCES: GOAL 1

Teacher Resources:

Day by Day, English for Employment Communication, Steven J. Molinsky, Bill Bliss, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1994.

The Working Culture, Career Development for New Americans, *Book 2*, David Hemphill, Barbara Pfaffenberger, Barbara Hockman Prentice hall Regents, Englewood Cliffs, New Jersey, 1989.

Working in English, Book 1. A Picture-Based Approach for the World of Work, Lynne Robinson, Contemporary Books, Chicago, Illinois, 1991.

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Advanced Level or Level 3

GOAL 2: Reading the Newspaper

Skills: The student shall

- identify the different parts of the newspaper, i.e. news, sports, editorial, recreation, classified, etc.
- identify the different kinds of writings, i.e. news, editorial, feature, comics, letters, etc.
- predict the meaning of articles from headlines
- summarize orally and in writing what was read

Strategies:

Materials: newspapers (current, or otherwise)

Vocabulary: parts of the newspaper

Grammar: past, past continuous tense

Activities: Discuss the newspaper

- whether or not students read the newspaper
- why or why not
- when, how much
- news, other information
- headlines, various sections

RESOURCES: GOAL 2

Teacher Resources:

Understanding American Newspapers, Joan Corliss Bartel, Prentice Hall Regents, Englewood Cliffs, New Jersey.

News For You, A Four-Page Weekly Newspaper for Adults, at Reading Levels 4-6, New Readers Press, Syracuse, New York.

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Advanced Level or Level 3

GOAL 3: Reading short literary works.

Skills: The student shall:
- know the distinction between fiction and non-fiction
- recognize the different kinds of literature
- be able to handle unfamiliar vocabulary
- enjoy a short story

Strategies:

Materials:
- short stories

Vocabulary:
- kinds of literature
- parts of a short story
- techniques used in the short story
- characteristics of storytellers

Grammar:
- Review
- Specific points of grammar pertinent to the story

Activities:
- Establish the fact that storytelling is universal
- Discuss whether or not students like to read stories
- Discuss favorite stories
- Tell stories, national, familial, personal
- Prepare to read a short story
- Read a short story, preferably by a noted author
- Answer , prepared/impromptu
- Discuss the story
- Write one or other of the following:
    a reaction to the story
    a summary
    a different ending
- Write a personal story
- Write an original story

RESOURCES: GOAL 3

Teacher Resources:

Personal Themes in Literature, The Multicultural Experience, Sally Jorgensen, Valerie Whiteson, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1993.

Children's Books, Magazines, Newspapers, Radio, Television

Advanced Level or Level 3

GOAL 4: Giving reports, descriptions

Skills: The student shall

- write a paragraph of a business nature
- describe both orally and in writing personal history
- determine goals to be achieved in writing efforts
- set up and assess progress by means of a portfolio

Strategies:

Materials: Newspapers
Business report forms
Reports of transactions, accidents, health issues
Descriptions of a personal nature

Vocabulary: Vocabulary needed for forms, documents
Vocabulary needed for descriptions
Idiomatic expressions

Grammar: Verbs: present perfect tense
Adjectives: comparative/superlative, position
Adverbs: cause, frequency, time, etc., position

Activities: Mention a current event
Elicit details, opinions, etc.
Ask **"how long"** to initiate present perfect
Relate to personal experiences
Show business forms to implement experiences
Have students complete forms, confirm information
Initiate students into portfolio assessment

- saving written work on a regular basis
- noting progress on a particular point, such as spelling, grammar, clarity of expression, freedom of expression, etc.
- summarizing progress in writing at the end of the term

RESOURCES: GOAL 4

Teacher Resource:

Essential Idioms in English, New Edition, Robert J.Dixon, Regents/Prentice Hall, Englewood Cliffs, New Jersey, 1994.

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Advanced Level or Level 3

GOAL 5: Knowledge of US history and government

Skills: The student shall

- become acquainted with the beginnings and development of the United States
- identify the outstanding presidents, dates, events
- identify the basic idea of democracy, of the three branches of our government
- state the responsibilities of citizenship

Strategies:

Materials: Articles, pictures of past and present leaders
History/civics books (especially written for ESL)*

Vocabulary: Needed for historical facts, and current events
- democracy
- politics
- branches of government

Grammar: Past perfect tense
Past perfect continuous tense
Possessives

Activities: Have class identify pictures of famous leaders
Discuss their contributions, the foundations of democracy
Teach the main pivots of American history
Outline the basic structure of government today
Highlight holidays, historically rooted
Compare/contrast daily living activities, i.e.
working, shopping, transportation, of the United States with those activities in the students' countries.

See next page for goal 5 resources.

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RESOURCES: GOAL 5

Teacher Resources:

Here to Stay in the USA, ESL/US Studies for Beginners, Timothy Maciel, Alemany Press, a Division of Janus Book Publishers, Inc., Hayward, California, 1990.

Introducing the USA, A Cultural Reader, Milada Broukal, Peter Murphy, Longman, White Plains, New York.

Voices of Freedom, English for US Government and Citizenship, Book 1, Bill Bliss with Steven J. Molinsky, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1989.

Voices of Freedom, English for U.S. History, Government and Citizenship, Book 2, Bill Bliss with Steven J. Molinsky, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1989.

Our American Way of Life, Book 1, Our United States, Book 2, Our Government, Book 3, United States Department of Justice, Washington, DC.

QUESTIONS AND ANSWERS FOR THE NATURALIZATION (CITIZENSHIP) EXAMINATION, Revised September, 1994. Answers for Virginia, correct as of November; 1994. Immigration and Naturalization Services (INS), Arlington, Virginia.

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Advanced Level or Level 3

GOAL 6: Familiarity with community services.

Skills: The student shall

- become familiar with community services offered
- identify human services needed, when needed
- identify legal services

Strategies:

Materials: Forms required by requested services
Forms requiring services to complete, such as tax forms

Vocabulary: General terms, i.e. dependents
Specific terms for a situation, i.e. lien

Grammar: Third person used as subject
According to the needs of the students

Activities: Outside speaker:
    professional or para-professional
    from an agency/institution, such as, health-care, law-enforcement, library, school, etc.

Pre-activities:
    presentation of content
    to be answered
    needs to be addressed
    courtesy due to a speaker
    follow-up assignment

Post-activities:
    summary, sharing
    simulation of life activity
    letter of acknowledgement
    visit/field-trip

References: County Guides to Community Services

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Advanced Level or Level 3

ADDENDA: Reinforcement and development of language skills: listening, speaking, reading, and writing.

Skills: The student shall:

- listen to and understand the range of speech from the teacher speaking in class to a media broadcast.
- be able to participate in simple, familiar conversation, spoken from slow to normal pace, using correct pronunciation.
- read signs, the textbook, posted directives, as well as daily newspapers and other short articles and stories.
- write a variety of responses to situations, from a word to a paragraph, from the structured to the creative.
- be able to spell, use correct grammar, and common idiomatic expressions.

Strategies:

Materials:

- audio materials used in class to accompany text, and other recorded materials
- reading material available in class, in the building, in the library
- forms to be completed, responses/reports to be given, opinions/feelings to be expressed

Activities:

- Developmental activities used in class, to strengthen both language and life skills.

RESOURCES: ADDENDA

See introduction to Level 3.

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Appendix A

TEACHER BACKGROUND FOR ADULT STUDENTS LEARNING ENGLISH AS A SECOND LANGUAGE

Steps in Learning a New Language. Each begins with the rudimentary and leads to continuing progress and confidence in using English.

1. **Listening** • hearing with understanding
2. **Speaking** • being able to make oneself understood
3. **Reading** • signs, directions, ads, headlines, simple sentences, short paragraphs, easy stories, etc.
4. **Writing** • one's personal identification, application forms, lists, simple sentences,requests/responses, short paragraphs, etc.

Principles Basic to Second Language Acquisition.(1) These guide the teacher in understanding the needs, difficulties, and growth of the students.

1. **The ESL student is concerned with communication, rather than correctness.** It is important that students feel that they are able to have their needs met by the language they use.

2. **There is a natural series of language development stages that the student must move through.** There is a level during which no progress is evident, but the second language is taking hold.

3. **People learn better if they are relaxed and successful.** The higher the degree of success, the more willingness there is to take risks to use the language. Therefore it may help to remember: Something Old, something New, something Borrowed, something Blue!

   Old - begin class with something students know and/or can do
   New - teach one thing, new and/or vital and/or interesting
   Borrowed - (from Mother Nature) - reinforce, build success
   Blue - goal (blue sky/ribbon) - give homework, something to do
   P.S. - have fun in class

4. **Improvement in second language learning depends, in part, on the amount and type of immersion.** To help students converse in the new language, simulate situations of interest to students, such as conferring with a child's teacher, buying a car, paying the rent, making a complaint, going to the dentist, planning a trip, etc. Model the person in charge of the service, etc.

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Assessment. Assessment helps both teacher and students: the teacher, by revealing the expectations of the students who come to class to learn English as a Second Language, and the adult students, by giving them a voice in what they want to and/or feel they need to learn for their daily life in American society.

Assessment techniques vary and can be adjusted to meet the level of the student. Suggestions follow.

Pre-Literacy Level. Pictures (of someone in a store), drawings (public transportation), or symbols (an envelope) of daily activities can be shown to elicit from the students where, in what situations, they need to be able to speak English.

Level 1. In addition to visuals, a simple check list of ordinary life situations can be offered to students to indicate their needs/preferences. Examples: I need English. . . in the doctor's office, in an emergency, on my job.

Level 2. A questionnaire or survey could be used to elicit from students which skills they have acquired and which ones they still need: listening, understanding, speaking, pronouncing, reading, and writing.

Level 3. There could be a class discussion of the importance of English to meet one's goals, ambitions, opportunities, etc. This could be followed by an essay or a letter to the teacher expressing needs, hopes, fears, difficulties, desires, etc.

Fundamental Strategies. These can be used over and over with a variety of topics and with all class levels. They are non-threatening, they give each one a chance to speak and/or to interact, they help to keep attention, to keep the class moving, and they have the built-in repetition factor.

1. FLASH CARDS. These can be letters, numbers, words, pictures, symbols, colors, etc.
2. ROUND ROBIN. Ask a student for just one piece of information, such as a name. Student gives info and asks next student. That student responds and asks next one, etc. It should go fast.

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3. GRID. Divide a sheet of paper into 1 or 2 inch blocks. XEROX a grid for each student. In blocks across the top can be letters, numerals, categories, questions, or even drawings. In blocks down the side can be written names of students, encountered in the activity.

Each student questions other students in the class for information for the top boxes. Questioner either checks the appropriate box or writes in the answer given. Each one answering write his/her initials or name in a box at the side, until paper is filled or time is up.

Example: Vocabulary Drill

Across top: FRUIT VEGETABLE MEAT FURNITURE CLOTHING
Questions: What is an orange? a sweater? chicken? chairs?
Or: Name a fruit, a vegetable, etc.

4. HIERARCHY OF QUESTIONS. From easy to difficult.(2)

1. Do you like _____? (yes/no)
2. Do you like _____ or _____ better? (choice)
3. **Where** can you get a good _____? (**Wh**-questions)
   What is in _____s?
   When is it good to buy them?
   How much does a _____ cost?
4. **Why** do you think _____ are so popular in the US? (**Why?**)

Try to get students to answer the "why" question, but be prepared to answer it yourself. (Try taco(s) above!)

5. CHAIN REACTION. First student says, "I see ___". Second student says, "I see ___, repeating what the first said, and adds "and ___. Third student repeats the list and adds a third item. And so forth, throughout part of the class. (Do not let list get too long. Better to start over with another list. Ex. "I went to the store and bought ___." or "I went on a trip and took ___.")

6. FACE TO FACE. Students line up in two lines facing each other. In line A each shows a picture, as line B passes by, one by one, responding to a question about each picture. Reverse roles.

7. CHARADES. Good for words or sentences. Example: Juan stands up or stands next to ____. Ask: What is Juan doing? or Is Juan standing? or Who is standing? or Where is Juan standing? or Is Juan sitting? or Where is Juan sitting? or Is Juan sitting or standing?

8. ROLE PLAY. Enact a scene from daily life: at the store, the doctor's office, the rental office, talking to a neighbor, etc. with appropriate dialogue.

9. PICTURE STORIES.(3) (Students need a visual clue to help them with creative writing.) Do a picture story first with the class, then with individuals. Show a picture. Have students tell something about the picture. Put the ideas in order. Write the ideas in a paragraph on the board. Have it read aloud. Repeat the process with students in pairs and/or in small groups. Then have individuals write their own stories with (or without) a picture.

10. FOLLOW-UP ACTIVITIES/LESSONS BASED ON STORIES.(4)
    a. Yes-No Questions, orally and in writing.
    b. Cloze Exercises. Leave our about every fifth word and have students fill in. List deleted words at the top or side of the page for reference.
    c. Mix Up Story Sentences on strips of paper and have students individually or in groups sequence them.
    d. Phonics Practice. Ask which words begin with /b/, which end with /d/, etc.

11. DRAWING STUDENTS OUT TO TELL STORIES.(4) These can be used to encourage students to tell, write and keep stories in a notebook.
    a. Ask Questions designed to form a "story" when answered. ("My name is _. I live in __.")

12. TOTAL PHYSICAL RESPONSE. (TPR).(5) Only the teacher speaks. The students do not speak. The teacher gives directions, commands. The teacher tells the class or a student to do something, or several things, such as, "stand and go to the left." It is an exercise in focused listening and in following directions.

NOTES:

(1) Principles Basic to Second Language Acquisition, Excerpt from Principles of Second Language Acquisition, by Thomas Mueller, Laubach Literacy Action, 1992, Syracuse, New York.

(2) Hierarchy of Questions, Tutor Training Guide, Conversation Skills, Handout #1, Susan Otero, Wilson School, Arlington, Virginia, 1993.

(3) Picture Stories for Beginning Communication, Sandra Heyer, Prentice Hall Regents, Englewood Cliffs, New Jersey.

(4) Language Experience Approach, Excerpt from the Literacy Council of Northern Virginia, page 8, August, 1992.

(5) Principles of Second Language Acquisition, op. cit., Excerpt from Principle 3.

Appendix B

GENERAL REFERENCES/RESOURCES:

The REEP Curriculum, 3rd Edition: A Learner-Centered & ESL Curriculum for Adult (1994), Arlington Public Schools, Arlington, Virginia.

Fairfax County Public School Adult Education ESL Curriculum, Marshall High School, Falls Church, Virginia.

44+ Ways to Integrate Telephone Messages into an Adult ESL Curriculum, Tom Bello, Fairfax County Public Schools Adult Education, Falls Church, Virginia.

"Teaching Tips", Carolyn Harding, Ed., September, 1992 - Fairfax County Public Schools Adult Education, English as a Second Language, Falls Church, Virginia.

Hands-on English, "A periodical for teachers and tutors of adult English as a Second Language," Anna Silliman, Ed., P.O. Box 256, Crete, Nebraska 68333.

ESL Teacher's Holiday Activities Kit, Over 175 reproducible activity pages featuring holidays and special events celebrated in the United States, Elizabeth Claire, The Center for Applied Research in Education, West Nyack, New York, 1990.

Teaching English to Speakers of Other Languages, A Guide for the Volunteer Teacher, M. Christine Hjelt, Georgia E. Stewart, New Readers Press, Syracuse, New York, 1988.

Making Meaning, Making Change, Participatory Curriculum Development for Adult ESL Literacy, Elsa Roberts Auerbach, Center for Applied Linguistics, Delta Systems, McHenry, Illinois, 1992.

Talking Shop, A Curriculum Sourcebook for Participatory Adult ESL, Andrea Nash, Ann Cason, Madeline Rhum, Loren McGrail, Rosario Gomez-Sanford, Center for Applied Linguistics, Delta Systems, McHenry, Illinois, 1992.

Take Care of Yourself, A Health Care Workbook for Beginning ESL Students, Marianne Brems, Theresa Devonshire R.N., Janet R. Jones, Regents/Prentice Hall, Englewood Cliffs, New Jersey, 1994.

Accurate English, A Complete Course in Pronunciation, Rebecca M. Dauer, Regents/Prentice Hall, Englewood Cliffs, New Jersey, 1993.

Sounds Great, Low Intermediate Pronunciation for Speakers of English, Book 1, Beverly Beisbier, Heinle & Heinle Publishers, Boston, Massachusetts, 1994.

Night & Day, Reading for the Adult Learner of ESL/EFL, Book 1,2,3, Caroline Banks, Maryann Orlando, Prentice Hall Regents, Englewood Cliffs, New Jersey, 1994.

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Appendix C

EVALUATION FOR LEVEL ________ **SESSION(S)** (Please circle) 1 2 3

Rate each session separately, or two or three sessions together.

			Hardly at all		Very much so	
GOALS:	Clear	1	2	3	4	5
	Realistic	1	2	3	4	5
	Comment					
SKILLS:	Clear	1	2	3	4	5
	Realistic	1	2	3	4	5
	Comment					
STRATEGIES:	Clear	1	2	3	4	5
	Realistic	1	2	3	4	5
	Comment					

Date __________ Site ________________ Name (optional) ________________

For a Curriculum to effective, it must be consistently evaluated and update. Thank you very much for your input. It is **necessary** and **valuable**.

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Appendix D

HOGAR HISPANO PROGRESS REPORT

Student's name: ______________________________

Level: ______________ **Date:** ______________

	Needs to Improve	Fair	Good	Very Good	Excellent
1. Speaking:					
2. Understanding:					
3. Reading:					
4. Writing:					

5. Attendance: ______________________________
Number of classes attended/Total number of classes

Advanced to the next level: ______________________________

Continue on the same level: ______________________________

Teacher's signature: ______________________________

Comments: ______________________________

____

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THE REEP CURRICULUM

Third Edition

A LEARNER-CENTERED ESL CURRICULUM FOR ADULTS

PROJECT DIRECTOR: Inaam Mansoor
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The curriculum is based on the following documents, curricula, and teacher training modules:

Competency-Based Teacher Education Workshops in CBE/ESL (1984) by Deborah L. Schaffer and Carol H. Van Duzer. Arlington, VA: Arlington Public Schools.

Discovering and Responding to Learner Needs: A Teacher Training Module (1993) by Suzanne Grant and Cathy Shank. Arlington, VA: Arlington Public Schools.

Learner Evaluation: A Teacher Training Module (1992) by Cathy Shank. Arlington, VA: Arlington Public Schools.

The REEP Curriculum: Competency-Based ESL for Adults (1985) by Timothy Riney and Margaret Seufert-Bosco. Arlington, VA: Arlington Public Schools.

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INTRODUCTION

BACKGROUND

The Arlington Education and Employment Program (REEP) is a special project within the Department of Vocational, Career, and Adult Education in the Arlington Public Schools. The project is supported by federal, state, and local grants and contracts. REEP's mission is to provide for the education and employment related needs of limited English Speaking Adults who live and work in Arlington, Virginia. This mission is accomplished through the following educational components:

- *Intensive ESL:* 8 levels of instruction offered mornings and evenings in 12 week cycles at multiple locations
- *Adult Learning Center:* multi-media instructional facility offering individualized, self-paced instruction with computers and other language learning technology
- *Workplace Literacy:* on-site classes at 5 industries: hotels/motels, hospitals, nursing homes, convenience stores, and apartment management firms
- *Extension ESL:* non-intensive, beginning level classes taught by volunteers at apartment complexes and community centers.

In 1992, the REEP Program was one of only three programs funded by The U.S. Department of Education under the National English Literacy Transition Grant Program.[1] The purpose of the grant was to create a seamless system of instruction between and among ESL providers to transition learners along the continuum of learning from basic literacy instruction to preparation for vocational or academic training. The REEP Curriculum (3rd edition) developed under this project is designed to facilitate that system. The REEP Curriculum (3rd edition) is a comprehensive instructional system developed for programs teaching ESL to adult immigrants and refugees. It provides instructional direction to teachers of learners in need of basic survival and social language. In addition, this curriculum includes a more advanced level that enables transitioning to academic or vocational training upon completion of the basic program. This curriculum can be used as a stand alone system of instruction by individual programs offering ESL instruction at these levels, or it can be the keystone that can link basic ESL providers to vocational programs and community college level ESL.

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[1] The three English Literacy Transition grantees were: Arlington Education and Employment Program (REEP), El Paso Community College, and the Massachusetts Department of Education. For more information about these projects, contact: US Department of Education, Division of Adult Education and Literacy Clearinghouse, 800 Maryland Avenue, S.W., Washington, D.C. 20202-7240, Fax: (202) 205-8973.

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The REEP Curriculum (3rd edition) is an extensive revision and expansion of the REEP Curriculum, Revised Edition (1985) [2] that was developed under The National Mainstream English Language Training Project funded by the Office of Refugee Resettlement. The original REEP curriculum was a competency-based survival ESL curriculum designed to bring ESL learners to "threshold level" proficiency. The "threshold level" was based on the work on the Council of Europe's Modern Language Project which identified the threshold level as that level which enables learners to adapt to most everyday situations, even if not specifically trained for each situation. [3]

The REEP Curriculum (3rd edition) maintains a competency-based approach and provides materials for learning the basic language functions needed for threshold level English. In addition, the REEP Curriculum (3rd edition) has been updated to formally integrate the latest adult learning theory and best practices in second language teaching while providing flexibility in classroom delivery to accommodate the multi-faceted nature of the second language learning process.

There are three building blocks central to the foundation of this curriculum: **Meaning-based instruction, adult learner input, and whole language theory.** The first building block, **Meaning-based instruction, (also referred to in the literature as functional context)** has been found to be an effective framework for language learning because adult learners learn best when content is meaningful to their lives. Hence this curriculum uses a competency-based approach to language teaching which provides the **lifeskills content** in which language practice and application takes place. The second curriculum building block is the need for **adult learner input** into the instruction that he/she receives. This curriculum is designed to give learners a voice, hence needs assessment has become an integral part of the curriculum at all levels. The third building block is a **whole language approach** to language and literacy which stresses that the four language skills: speaking, listening, reading, and writing are mutually supportive and should be integrated during instruction.

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[2] For a list of curricula developed at REEP, see Resource Appendices.

[3] Van Ek, J., Threshold Level English in a European Unit/Credit System for Modern Language Learning by Adults, prepared by The Council of Europe, Pergamon Press, Oxford, 1980.

ORGANIZATION OF THE CURRICULUM

In order to use the REEP Curriculum effectively, the user must understand the three essential features of the REEP Curriculum implementation process which are described in detail in this section and in the Using the Curriculum Section. These essential features are:

1. **Curriculum organization:**

This section provides an overview of the organization and content of the 8 instructional levels in the REEP Curriculum.

2. **Learner Needs Assessment:**

This component provides guidance on procedures for planning courses, units, and lessons based on information collected from learners through needs assessment. It assists the teacher in integrating needs assessment data with the curriculum unit format. The lesson planning section is especially useful in providing suggested lesson planning procedures as well as describing the stages of an effective lesson plan.

3. **Learner Evaluation:**

This component describes the essential role of integrating learner evaluation into the instructional process. It enables the teacher to interpret the entry level descriptions and other initial placement criteria such as literacy level, test scores, previous educational background, and age. This component also provides information to the teacher on how to evaluate and document progress throughout the level. Specific methodology is provided related to using the performance objectives to evaluate oral and written lifeskills objectives as well as developmental reading and writing objectives. Finally, information is provided on how to make a final determination as to whether the learner has successfully completed the course.

CURRICULUM ORGANIZATION

The REEP Curriculum (3rd edition) consists of 8 proficiency levels ranging from low beginning to advanced. (See entry level descriptions beginning on page 101). While each level is designed for 120 to 180 hours of instruction, the needs assessment component provides the flexibility needed to customize curricula for more intensive or less intensive instruction.

Beginning and Intermediate Levels

The beginning through intermediate levels (100-450) consist of a competency-based framework along with integration of language skill development, including reading and writing. While the competency-based framework is built on the lifeskills needed by an individual to function in the world outside the classroom, teaching and learning focus on the linguistic and communication skills needed to master those lifeskills. Each level consists of nine to twelve instructional units or topics. See Index of Topics on page 83.

Each instructional unit requires an average of 20 hours of instruction, depending on unit needs assessment. During the twelve week cycle at REEP, teachers are not expected to cover all of the units. Through the "Getting Started" unit, teachers and students prioritize coverage for a given cycle. Classes typically cover 5-7 units over 120 - 180 hours of instruction.

See page 85 for an overview of unit organization and contents for levels 100-450.

Advanced Level and Individualized Study

The advanced level (550) and the individualized study program [4] are designed as a bridge between the functional, lifeskills oriented levels offered in levels 100-450 and the types of educational institutions that our learners may transition to upon completion of the REEP program, i.e. intensive academic or vocational training programs. For this reason, level 550 and the individualized study program differ from the other levels in their approach. The curricula focus more on the process of skill development in order to better prepare learners for transition. These components are organized by language and academic skill areas rather than by survival topic areas.

The 550 level consists of 8 instructional units, and the individualized study program consists of 5 instructional units. See Level 550 on page 353 and Transition ESL for Individualized Study on page 383 for an overview of unit organization and contents.

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[4] See Transition ESL Curriculum for Individualized Study.

INDEX OF UNITS

TOPIC UNITS	100	150	200	250	300	350	450	550	IS
Getting Started/Future Planning	X	X	X	X	X	X	X	X	
Building Vocabulary									X
Civics/Government					X	X	X		
(Classroom)/Housing	X	X	X	X					
Community Services			X	X					
Consumerism	X	X	X	X	X	X	X		
Essay Writing								X	X
Health	X	X	X	X	X	X	X		
Holidays/Special Occasions	X	X	X	X	X	X	X		
Legal Issues					X	X	X		
Media						X	X		
Money/Banking	X	X	X	X					
Notetaking Strategies								X	X
Oral Presentations								X	
Reading Development/Strategies					X			X	X
Reference Materials								X	X
Study Skills/Learning Strategies								X	
Telephone/Communication		X	X	X	X	X			
Test Taking Strategies								X	
Time/Weather	X	X							
Transportation	X	X	X	X	X	X	X		
US History					X	X	X		
Working in the US	X	X	X	X	X				
Finding a Job						X	X		
On the Job						X	X		
INTEGRATION UNITS AND INDICES	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	
Functions	X	X	X	X	X	X	X		
Performance Objectives and Competencies	X	X	X	X	X	X	X		
Reading Development	X	X	X	X	X	X	X		
Structures	X	X	X	X	X	X	X	X	
Writing Development	X	X	X	X	X	X	X		

IS= Individualized Study. Getting Started should be the first unit covered at levels 100-450. Future Planning should be the first unit covered in 550.

UNIT TITLE: LEVEL 100-450			
NEEDS ASSESSMENT: This provides information about course needs assessment in the Getting Started unit at each level and unit needs assessment information for each unit.			
DEVELOPMENTAL READING: This refers teachers to the developmental integration unit for level objectives and provides suggested reading resources for a particular unit/topic.			
DEVELOPMENTAL WRITING: This refers teachers to the developmental integration unit for level objectives and provides suggested writing resources for a particular unit/topic.			
PERFORMANCE OBJECTIVES	**FUNCTIONS/SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
This column contains the lifeskill speaking, listening, reading, and writing objectives for a particular unit. **Students are evaluated on their ability to perform the objectives using the language functions and language outlined in the functions/sample language column. Student performance is documented on the progress reports.** During pre-unit needs assessment, the learner and teacher chose the unit objectives to be covered based on student need and interest. When classes identify objectives not specified in the unit, the objectives should be added to the progress report and evaluated. See Instructional Supplements Section for an overview of performance objectives by level.	This column provides examples of functions that learners will need to be able to use in order to accomplish the objective. Functions are units of communication that identify the outcome or purpose of an utterance in a topic area (eg. transportation: ask for directions). Examples of level appropriate language needed to perform the objective are provided as well. Unless otherwise specified, the language is intended for oral or written production, depending on the objective. In some cases, the language is receptive. Students are expected to demonstrate comprehension but not to respond orally or in writing. These exceptions are noted as they occur. See Instructional Supplements Section for an overview of functions by level. See individual levels for an overview of functions by topic unit.	The resource column provides suggestions for resources for each objective. These resources include the language and vocabulary to be taught and practiced for achievement of the objectives. Some resources relate directly to the objective; others relate more generally to the topic. These are suggested resources. Teachers should select materials based on the need and abilities of their particular students. It is not intended that all of the suggested resources be used for each objective. A list of all suggested resources for a particular level is located at the beginning of each level. This list includes the resources provided in this column as well as suggested resources for structures, reading and writing development, and as computer-assisted and audiovisual resources.	When planning lessons, teachers should refer to this column for integration of related units and objectives, structures, and cross-cultural points. Related units and objectives: objectives from units not covered may be relevant to the topic and to the students' needs. For example, the "Work" objective "call in to supervisor stating reason for absence" can be integrated with the "Health" objective "describing illnesses". Structures needed to achieve the lifeskill objective. See Structure Index and Resources at the end of each level. Cross-culture: Suggestions for integrating cultural discussion points into the coverage of objectives. See "Approach to Cross-Cultural Issues" in the Instructional Supplements section. Enabling Skills (100): See 100 enabling skills integration unit.
CAI/AV RESOURCES: Suggested computer-assisted and audiovisual resources for a particular topic. See Guide to Integrating Computers into Language Instruction in the Instructional Supplements Section.			

USING THE CURRICULUM

LEARNER NEEDS ASSESSMENT

This section discusses how needs assessment is used in the curriculum to facilitate three different levels of planning: **course planning, unit planning and lesson planning**. See Learner Needs Assessment Appendices for background reading on needs assessment, a needs assessment tools chart, and sample needs assessment activities.

Planning A Course: Initial Assessment Activities

Each level in this curriculum contains more units than could reasonably be covered during one cycle of instruction. Through needs assessment, teachers and students decide together which units will be covered. Needs assessment is a component of the first unit at each level. Initial needs assessment assists the teacher in selecting, prioritizing, and adapting materials and curricula. The purposes of this needs assessment component are to:

* assess students' language learning goals, interests, and needs, and

* select the units to cover based on the students' goals, interests, and needs.

Planning A Unit: Pre-Topic Needs Assessment

Needs Assessment is also conducted prior to beginning each unit (**pre-topic**) to help the teacher select performance objectives and language requirements for the unit. The purposes of this needs assessment are to:

* determine what students already know, i.e. what background information learners bring to the topic

* assist learners in clarifying their interests and needs with respect to a particular topic, and

* determine learners' ability to use language required for the topic.

The Pre-topic Needs Assessment chart on the next page outlines the pre-topic assessment objectives by level, the functions and sample language that learners will need to use in order to be able to achieve the assessment objective, and activities suggested for each level.

PRE-TOPIC NEEDS ASSESSMENT

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	SUGGESTED ACTIVITIES
100: Students demonstrate what they already know about the topic.	Identify objects: It's (a dress, car) Report information: It's ($2.50, raining)	Brainstorming, TPR, pictorial questionnaire, match words with pictures.
150: Students demonstrate what they already know about the topic.	Report information: She's (wearing a dress) I have (a cold, an appointment)	Brainstorming, TPR, pictorial questionnaire, information grid.
200: Students determine what they need/want to study in the topic.	Express needs: I (don't) need English (at the mall).	Pictorial questionnaire, mind map on where learners need the language.
250: Students determine what they want/need to study in the topic.	Express needs and wants: I (don't) want to study (ads).	Brainstorm, written questionnaire, mind map, information grid, vote with your feet.
300: Students choose and prioritze objectives.	Express needs and wants: I need to read (tickets). Express preferences: I'd like fill out (a credit card application). Report information: I can do this already.	Learner-generated questionnaire, information grids, brainstorm, mind map.
350: Students choose and prioritize objectives.	Express needs and wants: I want to practice (describing people). Express preferences: I'd rather write (a letter of complaint).	Brainstorm, discussion, written questionnaire, learner-generated questionnaire, information grid, mind map.
450: Students choose objectives and identify relevant contexts.	Express need and wants: I really need to know about (resumes). Express preferences: I prefer to (complete applications).	Brainstorm, discussion, written questionnaire, progress report, or survey on topic or functions, information grid, mind map.
550: See individual units.		

Planning A Lesson:

Suggested Lesson Planning Procedures

(1) Consider how performance objectives are related and how they might be combined. Also consider which objectives from other units would be appropriate to cover (See integration column for suggestions). Select the performance objective(s) around which you will organize the lesson.

(2) Select the language functions, structures, and vocabulary which will be the focus for the practice, performance, and evaluation of the use of language in performing the objective(s).

(3) Consult the resource column for texts related to the objective as well as the CAI/AV and structural resources. Also consult the appendices for activities appropriate for the task(s).

(4) Consider the particular needs of your students and select developmental reading and writing resources and activities, pronunciation points, and cross-cultural questions which should be addressed.

(5) Determine the evaluation activity that you will use to evaluate learner mastery of the objective and the language needed to achieve the objective. See Learner Evaluation in the next section for evaluation using this curriculum and the Learner Evaluation Appendices for suggested evaluation tools.

(6) Integrate these selections into a lesson plan. We recommend the following model.

Stages of a Lesson

The chart on the following page presents the recommended stages of a lesson. Depending on the objective, the practice, application, and evaluation stages may spread over several class periods. However, each class period should begin with warm-up and review activities to (re)focus attention on the lesson objective and to provide reinforcement of previous instruction. This is a particularly essential step in classes where attendance is irregular.

Stages of a Lesson[5]:

Warm-up/review: Enables learners to use previously taught language.

Introduction to the new lesson: Focuses learners' attention on the lesson, establishes the objective of the lesson, and relates the lesson to the learners' lives and previous learning.

Presentation: Introduces new information, checks comprehension, and models what learners need to do with the language and the tasks during the practice stage.

Practice: Provides practice of the new language, information, and material.

Application: Enables learners to apply language and information in a new situation and to their own lives.

Evaluation: Enables instructor to assess individual achievement of the lesson objective. See Learner Evaluation Section and Appendices for more guidance.

Reassessment [6]

Needs Assessment should be done routinely (**on-going**) in order to insure that learner needs and goals are being met and to assist the teacher in planning effective lessons that are relevant to the learners' needs. Needs Assessment should also be conducted midway in the course (**mid-course**) in order to allow the teacher and students to assess coverage to date and reassess priorities for the second half of the cycle. **Final** needs assessment should occur at the end of a course to take account of accomplishments and to help learners make decisions about educational goals for the future.

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[5] Adapted from Lesson Planning, a teacher training module developed by the ESL Teacher Institute, Burlingame, CA. See Appendices for a sample lesson plan.

[6] For recommended activities, see the Needs Assessment Section in the Appendices.

LEARNER EVALUATION[7]

Evaluation is essential to the instructional process. It assures teachers and learners as well as administrators and program monitors that necessary lifeskills and language skills have been identified, practiced, and mastered. Through evaluation, we certify that our students have mastered the language and lifeskills for the level. Evaluation provides a means of charting learner progress within a level and readiness for promotion and provides learners with feedback on their progress. When learners see their inventory of skills grow, their confidence and motivation increase as well. Evaluation data allows teachers to determine the effectiveness of their instruction and to make adjustments to ensure that the needs of students are met.

Crucial to all stages of the evaluation process are the entry level descriptions which describe the speaking, listening, reading, and writing skills that a learners needs in order to succeed in a given level. The entry level descriptions organized by level can be found preceding the instructional units for each level. A complete listing of entry level descriptions organized by skill area is located at the end of this section.

Initial Placement into the Curriculum

At REEP, new students are tested to determine placement into one of the eight levels in the curriculum. To assess oral competency, the short form of the BEST[8] (Basic English Skills Test) is administered. To assess reading and writing competency, a written test developed in-house is administered. In addition to the scores on these two tests, the following criteria are also considered in placement: education level, age, time in the US, and previous study at REEP and/or other English programs.

Upon initial placement into the curriculum, a student with six or fewer of years of education and weak written skills is more likely to place into an "00" level. A student with more education and stronger written skills is likely to place into a "50" level.

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[7] See Learner Evaluation Appendices for suggested activities.

[8] Developed by the Center for Applied Linguistics.

Progress through the Curriculum

The number of cycles that a student needs to complete the program depends on the initial placement level as well as the student's education level and literacy skills. A student who tests into a "50" level will be more likely to progress from one "50" level to the next throughout the program. A student who tests into an "00" level may progress through all the levels offered, except 550. An "00" level student generally does not take the more academically oriented 550 level.

This leveling system allows students to move through the program at their own pace without having to repeat the same material since there are more distinct levels with different instructional material.

The following chart depicts how a beginning level learner typically moves through the levels, based on their initial educational level and literacy skills.

Low education level and/or weak literacy skills		**High education level and/or strong literacy skills**	
Initial Placement:	100	Initial Placement:	150
Subsequent Movement:	150 200 250 300 350 450	Subsequent Movement:	250 350 450 550

Evaluating Students at the Beginning of the Cycle of Instruction

At the beginning of the instructional cycle, students' language abilities need to be assessed to determine whether the initial placement was appropriate. In developing activities that allow students to demonstrate their abilities, **it is critical to consult the entry level descriptions** [9], which describe the abilities that a learner should exhibit upon entry into a certain level. It is also helpful to consult previous progress reports, previous teachers, and test scores.

---

[9] See complete entry level descriptions at the end of this section. See beginning of each instructional level for level specific descriptions.

Evaluation of Progress

Although some kind of evaluation should take place on a daily basis, this section focuses on formal (documented) evaluation of the learners' progress.

Achievement of Oral and Written Lifeskills Objectives

Students should be evaluated on their ability to use the language and structures taught while completing the tasks stated in the performance objectives. Performance objectives provide the **context** within which students **learn, practice**, and **are evaluated using language**.

The following chart describes how language is evaluated through performance objectives. Performance objectives:

- identify the task to be accomplished
- specify the conditions of the performance situation
- describe the language needed to perform the objective, and
- provide the criteria by which to judge success.

Using this methodology along with the entry level descriptions helps the teacher to determine whether a student is making gains in his/her language performance.

PERFORMANCE OBJECTIVES

COMPONENT PARTS	*DEFINITION*	*EXAMPLE*
CONDITION	give context required	given a diagram of a supermarket and shelves
PERFORMANCE	name the action to be demonstrated	ask and answer questions
CRITERIA	describe the requirement for success	about the location of five items
LANGUAGE	language needed to complete the objective	vocabulary: food structures: simple present tense, wh-questions, preposition of location

Achievement of Developmental Reading and Writing Objectives

Students should be evaluated on their mastery of the reading and writing level objectives for the level they are currently taking. The Reading and Writing Development Units at the end of each level provide guidance for instruction as well as evaluation. The following chart provides a sample of the instructional and evaluation framework for reading and writing development.

WRITING DEVELOPMENT: SAMPLE FROM LEVEL 150

LEVEL OBJECTIVE: To write a series of simple sentences.

Variables:
- given a model
- personal experiences
- level appropriate

Example from 150: The goal for writing development for level 150 is to reach 250. However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and reading level as well as their achievement of competencies for the level. See entry level descriptions.

EVALUATION CRITERIA:
- conveys ideas to readers
- logical sentence order (chronological)
- correct capitalization and punctuation

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle. Examples from level 150: Use paragraph format, use and edit for basic punctuation.	(Resources suggested for a particular level)

Designing Effective Evaluation Activities [10]

Evaluation of the performance objectives should be "criterion-referenced", i.e. learners are evaluated on whether or not they can use language to perform the specified task within the conditions and criteria established by the objective.

Students are evaluated on their ability to use the language and lifeskill to complete a task in a **novel situation**, without assistance from the teacher or classmates. Good evaluation activities should:

- simulate real life tasks
- measure what has actually been taught and learned
- be practical in terms of administration time and necessary resources
- be reliable; someone else rating the learner should make the same decision as to the success/failure learner's performance, and
- be acceptable to learners as a valid activity.

In addition, the type of evaluation activity needs to match the language skill taught. The reading and writing development objectives and lifeskills objectives that require written language production can be evaluated individually with paper and pencil tasks (e.g. answering comprehension questions, writing essays, completing forms, writing checks or taking messages).

Tasks which require oral communication (i.e. oral lifeskills objectives) must be evaluated orally. However, individual assessment may not always be feasible given time constraints. Pair, small group and even whole group activities can sometimes be preferable in terms of usefulness as well as practicality [11].

---

[10] See Learner Evaluation Appendices for suggested tools.

[11] The Tools Chart in the Learner Evaluation Appendices shows how to use a variety of teaching techniques for evaluation.

Evaluating Learners at the End of the Instructional Cycle

At the end of the instructional cycle, REEP teachers make promotion and retention decisions based on the following critical measures:

- How well a student's language performance matches the entry level description for the next appropriate level
- Mastery of performance objectives
- Ability to use language appropriate to the performance objectives.
- Mastery of reading and writing development objectives

Teachers also consider attendance, participation, motivation, years of education, age, length of time in the US, and student self-assessment information.

The following chart shows how learners typically move through the REEP Curriculum (3rd edition).

TYPICAL CYCLE TO CYCLE MOVEMENT USING THE REEP CURRICULUM (3RD EDITION)

LEVEL	PROMOTION/RETENTION IN FOLLOWING CYCLE
100	Retain in 100; promote to 150 or 200 (The choice between 150 and 200 is based primarily on oral ability since the reading and writing descriptions for 150 and 200 are quite similar.)
150	Retain in 150; promote to 200 or 250 (The choice between 200 and 250 is based primarily on written ability since the speaking and listening descriptions for 200 and 250 are quite similar.)
200	Retain in 200; promote to 250 or 300 (Generally, promotions will be made to 250 rather than 300 because the speaking level for 300 has often not been reached by the end of 200.)
250	Retain in 250; promote to 300 or 350 (Choice is based on oral and written skills; 300 students have very strong oral skills but very weak written skills.)
300	Retain in 300; promote to 350 (Students often repeat 300 to allow time for their literacy skills to develop to the 350 level.)
350	Retain in 350; promote to 450
450	Retain in 450; promote to 550
550	Retain in 550; promote to *650; graduate *REEP does not have a 650 level; the designation of 650 simply indicates that the student has met the exit criteria for the program, but has chosen to continue studying.

Documenting Progress

Progress is documented on the learners' progress report at several times throughout the cycle of instruction. See sample progress report on the next page. Progress reports for each level are located at the beginning of each instructional level.

Initial: By the end of the second week, instructors complete their initial evaluation of the learners and record their assessment on the 2nd page of the progress report. **It is imperative to consult the entry level descriptions in completing this evaluation. See entry level descriptions at the end of this section.**

On-going: As each performance objective is evaluated, the teacher records the students' performance on the first page of the progress report:

+	Student demonstrated mastery of the objective, i.e was able to successfully perform the task using the language taught.
√	Student needs more practice in order to master the objective.
A	Evaluation was not possible because student was absent.
NC	Objective within a unit covered was not covered by the class.

Mid-cycle: On the second page of the progress reports, instructors comment on the student's progress made toward meeting the entry level descriptions for the next level(s) in each skill area. A rating of good or excellent indicates that a learner is likely to meet the entry descriptions for a higher level by the end of the cycle. A rating of satisfactory or fair indicates that a learner is making progress but may not be able to meet the entry level descriptions for a higher level by the end of one instructional cycle. In the comments section, teachers point out students strengths and specific examples of progress made as well as suggestions for improvement.

The progress reports are returned for students to sign and discuss with their teachers. Students can also make comments about how they feel about their progress and areas of needed improvement.

Final: On the first page of the progress report, teachers evaluate achievement of the reading and writing development objectives. For each skill area in the final assessment box on the second page of the progress report, teachers mark X in the box for the level at which the student is functioning. **It is imperative to consult the entry level descriptions for this evaluation.**

Both the teacher and the student sign and date the reports and make comments. The teachers records the level recommended for the learner in the subsequent cycle.

Customizing Progress Reports

The Progress Reports provided in this curriculum include all possible topic units for a given instructional level. However, classes do not cover all units in a level in one instructional cycle. Therefore, teachers are encouraged to customize the progress reports to reflect what was covered based on needs assessment. To facilitate this customization at REEP, the teachers can copy the reports from the computer and can delete units not selected for coverage.

REEP ESL PROGRESS REPORT: LEVEL 200

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Marking System:
+ = Achieved competency/function
√ = More practice needed
A = Absent
NC = Not covered

Getting Started:
___ 1. Ask/answer questions: self
___ 2. Complete personal data form
___ 3. Introduce self/others
___ 4. Identify family relations
___ 5. Identify reasons for coming to U.S.A.
___ 6. Identify relevant points on map
___ 7. Identify school rules
___ 8. Respond to emergency procedures
___ 9. Write about self
___ 10. ____________________

Community Services:
___ 1. Identify local community facilities
___ 2. Inquire: post office services
___ 3. Complete postal form
___ 4. Inquire: library service
___ 5. Complete library application
___ 6. ____________________

Consumerism:
___ 1. Ask/answer questions: prices
___ 2. Ask/answer questions: labels
___ 3. Exchange/return merchandise
___ 4. Identify error in change/request correction
___ 5. Express/inquire: likes/dislikes
___ 6. Order from menu
___ 7. Give/follow oral directions: recipes
___ 8. ____________________

Health:
___ 1. Identify illnesses/injuries
___ 2. Make an appointment by phone
___ 3. Fill out medical form
___ 4. Inquire: health care
___ 5. Write memo explaining absence
___ 6. ____________________

Holidays and Special Occasions:
Holiday: ____________________
___ 1. State importance of holiday/special occasion
___ 2. Describe when/how celebrated
___ 3. Identify historical facts
___ 4. Describe holidays in native country
___ 5. ____________________

Housing:
___ 1. Interpret abbreviations
___ 2. Ask/answer questions: apartments
___ 3. State problems
___ 4. Call to request repairs
___ 5. ____________________

Money/Banking:
___ 1. Identify common banking terms
___ 2. Request services at a bank
___ 3. Complete bank forms
___ 4. Complete money order
___ 5. Write check/fill in checkbook register
___ 6. ____________________

Telephone/Communication:
___ 1. Write phone numbers
___ 2. Leave message
___ 3. Take message
___ 4. Request/respond to request: clarification
___ 5. Respond to wrong number
___ 6. Extend invitation
___ 7. Call 911
___ 8. Give/follow instructions: pay phone bill
___ 9. ____________________

Transportation:
___ 1. Explain traffic signs
___ 2. Explain traffic rules
___ 3. Identify modes of transportation
___ 4. Ask for/state car parts
___ 5. Describe car problems
___ 6. Ask for/give directions
___ 7. ____________________

Working in the U.S.A.:
___ 1. Identify sources for jobs
___ 2. Ask/answer questions about jobs: interview
___ 3. Fill out application
___ 4. State future job goals
___ 5. Give/follow oral instructions
___ 6. Ask/answer requests for clarification
___ 7. Request/respond to requests: assistance
___ 8. Call in to report lateness/absence
___ 9. ____________________

Writing Level Objective:
___ Write a series of simple sentences

Reading Level Objective:
___ Read simplified narratives

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	**PROGRESS**
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________

Retained (level) ____________ Promoted (level) ____________ Withdrew ______

ENTRY LEVEL DESCRIPTIONS

The entry level descriptions outline the speaking, listening, reading, and writing skills that learners should exhibit for a particular level at the beginning of the instructional cycle. The goals of the REEP level descriptions are to:

- assist in appropriate placement of learners
- measure a learner's progress in English from one instructional cycle to the next
- assist instructors in assessing a learner's readiness to transition from level to level and from one educational agency to another (eg. from 550 to Marymount University or the Employment Training Center).

General Entry Level Descriptions

100 (Low Beginning): Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

150 (Beginning): Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

200 (High Beginning Oral/Beginning Literacy): Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

250 (High Beginning): Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

300 (High Intermediate Oral/High Beginning Literacy): Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker **not** used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

350 (Intermediate): Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

450 (High Intermediate): Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

550 (Advanced): Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.

ENTRY LEVEL DESCRIPTIONS: SPEAKING

100	150	200	250
May function in a limited way in situations related to basic needs. May be able to express a few very basic survival needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Has little or no control of very basic grammar.	Expresses basic needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Ask and responds to simple learned questions. May repeat words and phrases to clarify. Has a little to some control of very basic grammar. May be able to say letters of alphabet and numbers.	Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversation in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.	Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversations in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.

The ***Speaking*** descriptions for levels **200** and **250** are the same by design. The difference between the levels is in literacy skills (see ***Reading*** and ***Writing*** descriptions).

ENTRY LEVEL DESCRIPTIONS: SPEAKING

300	350	450	550	EXIT
Functions independently in most everyday situations. Asks and responds to questions on familiar and some unfamiliar subjects. Speaks fluently, but with hesitation and pauses. May attempt to expand ideas. May clarify general meaning by repetition or simple rephrasing. Communicates on phone in routine situations. May ask for repetition. Has control of basic grammar. May use more complex grammar but with limited control.	Functions independently in most face to face routine social and work situations. May need to repeat to be understood. Relies on learned phrases and attempts spontaneity, but with hesitation and pauses. Has increasing, but inconsistent control of basic grammar. Communicates on phone in survival situations, but usually needs to repeat. Asks and responds to questions on familiar and some unfamiliar subjects. Can occasionally clarify general meaning by rewording. May switch to primary language.	Functions independently in most work situations and in routine social situations. Speaks fluently, but may have some hesitation. Communicates on the telephone on familiar topics. May need to repeat to be understood. May clarify general meaning by rewording in familiar contexts. Has control of basic grammar but can be inconsistent. May attempt to use more difficult grammar but with limited control. Asks and responds to questions on a variety of subjects.	Functions independently in nearly all social and work situations. Speaks fluently with little or no hesitation. Communicates by telephone on familiar subjects. Can clarify and reword some conversation. Controls basic grammar but makes mistakes with complex structures.	*Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication.* Speaks fluently with little or no hesitation. Functions independently in social and work situations. Understands and generally utilizes appropriate social registers. Can expand, support, clarify, restate, or paraphrase ideas. Communicates effectively by telephone on familiar subjects. Can summarize reading passages. Has control over complex grammar but makes mistakes.

The ***Speaking*** descriptions for level **300** are higher than for level **350** by design. A **300** level learner has very good oral skills but very weak literacy skills. The **300** level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

ITALICIZED exit descriptions are **550** unit objectives.

ENTRY LEVEL DESCRIPTIONS: LISTENING			
100	**150**	**200**	**250**
May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition. Needs context, concrete examples, and non-verbal cues to understand most oral information. May understand some letters of the alphabet and some numbers Needs to have all routine tasks demonstrated. May repeat words to confirm meaning.	Understands a number of simple learned phrases. May need slow speech and frequent repetition. May need context, concrete examples, and non-verbal cues to understand oral information. May understand letters of the alphabet and numbers.	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).

The ***Listening*** descriptions for levels **200** and **250** are the same by design. The difference between the levels is in literacy skills (see ***Reading*** and ***Writing*** descriptions).

ENTRY LEVEL DESCRIPTIONS: LISTENING

300	350	450	550	EXIT
Understand conversations on everyday topics at normal speed in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details. Understanding simple oral instructions.	Understands conversations on familiar topics when spoken slowly and/or with repetition. Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics. Has limited ability to understand in non-contact situations (e.g. telephone). Understands simple oral instructions. May need repetition.	Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech. Understands most conversations on familiar topics in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can understand and give simple telephone messages. Understands simple oral instructions, but may need repetition.	Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition. Understands most non-contact communication on familiar topics and some communication on unfamiliar topics. May have some difficulty following conversation between native speakers. Understands complex oral instructions.	*Can take basic lecture notes on familiar topics.* Given contact situations and familiar topics, understands conversations at normal speed. Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics. Understands complex oral instructions. Can interpret oral test instructions.

The ***Listening*** descriptions for level **300** are higher than for level **350** by design. A **300** level learner has very good oral skills but very weak literacy skills. The **300** level learner is often someone who has limited education in his/her native country and has been in the US for quite awhile without formally studying English.

ITALICIZED exit descriptions are **550** unit objectives.

ENTRY LEVEL DESCRIPTIONS: READING

100	150	200	250
May recognize most or all letters of the alphabet, but may not recognize correct order. May recognize single digit numbers and some higher numbers. May recognize a few very common sight words (e.g. name, address, stop). May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs. Has difficulty consulting text to locate information.	Recognizes upper and lower case letters of the alphabet. Relates phonological sounds to initial consonants. Recognizes numbers 1-100 Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions. Can identify sequence of a simple narrative. May use bilingual dictionary. Has difficulty locating the correct entry.	May have difficulty alphabetizing. Interprets sentences using vocabulary and structures previously learned orally. May need assistance. Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no) and some Wh-questions, but has difficulty consulting text to locate information. Can identify sequence of simple narrative. Uses bilingual dictionary but may have difficulty locating correct entries.	Can arrange lists in alphabetical order. Scans for specific information in simplified, lifeskill materials related to immediate needs. Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations. Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts. Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance. Can locate correct entries in a bilingual dictionary.

The ***Reading*** descriptions for levels **150** and **200** are very similar by design. The difference between these levels is in the learners' oral abilities (see ***Speaking*** and ***Listening*** descriptions).

ENTRY LEVEL DESCRIPTIONS: READING

300	350	450	550	EXIT
May have difficulty alphabetizing lists to the second or third letter. Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Generally reads word by word and decodes unfamiliar words by sound, not by context. Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations. Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.	Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included. Can relate titles to simple texts. May have some ability to guess vocabulary in context. Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, Wh-). Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.	Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included. Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance. Has some ability to guess vocabulary in context. Can usually identify and sometimes paraphrase the main idea in simplified reading. May be able to identify the topic sentence in a paragraph. Needs assistance with some non-simplified materials (e.g. utility bills).	Can demonstrate comprehension of a variety of non-simplified passages (e.g academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions. Can orally retell most reading passages. Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order. Reads using multiple context clues. Can generally identify and paraphrase the main idea. Can generally recognize difference between fact and opinion.	*Can demonstrate comprehension of a variety of non-simplified materials (e.g. fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g. factual, inference, and opinion) and by retelling/summarizing.* *Uses dictionaries, reference materials, and libraries to obtain information.* Can identify topic and supporting sentences. Can explain or paraphrase the main idea of passages. Can recognize difference between fact and opinion. Demonstrates strategies for learning and remembering new vocabulary. Can interpret written test instructions.

ITALICIZED exit descriptions are **550** unit objectives.

ENTRY LEVEL DESCRIPTIONS: WRITING

100	150	200	250
May copy letters of the alphabet, numbers, and personally meaningful material. May need assistance. May write letters of the alphabet and numbers from memory. May need assistance. May be able to write very basic personal information and complete a simplified form. May need assistance. May copy sentence patterns and insert own personal information. May attempt to write simple sentences on very familiar topics. Has little or no control of grammar.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes short simple sentences. May need assistance. Given a model on a familiar topic, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has some control of very basic grammar.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes simple sentences. May need assistance. Given a model, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has a little control of very basic grammar.	Independently completes simplified forms which require personal information. Given a model on a familiar topic, writes series of simple sentences. May use paragraph format. Attempts to elaborate, but may need assistance. Has some, but inconsistent, control of basic grammar. Makes frequent errors.

The ***Writing*** descriptions for levels **150** and **200** are the same by design. The difference between these levels is in the learners' oral abilities (See ***Speaking*** and ***Listening*** descriptions).

ENTRY LEVEL DESCRIPTIONS: WRITING

300	350	450	550	EXIT
Copies personally relevant material. Can generally complete a variety of simplified forms. Given a model on a familiar topic, writes series of short simple sentences. May not use paragraph form. May have sentences unrelated to topic. May attempt to elaborate. Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking. Tends to spell phonetically. Has some control of basic grammar.	Completes a variety of simplified forms. Given a model on a familiar topic, writes a simple paragraph. May not have a main idea or stay on topic. Attempts to elaborate. Has increasing, but inconsistent, control of basic grammar. May attempt to use more complex grammar, with limited control. Writes complete simple sentences using correct word order. May write compound and complex sentences.	Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters. Given a familiar topic, can write a paragraph. May not write a topic sentence or stay on topic. Can write supporting sentences and attempts to elaborate. Has trouble with sequencing. Has minimal skills in self-editing but may have some peer editing skills. Has some control of structures, but makes errors which interfere with meaning. Can generally write compound and complex sentences. May have difficulty with word order.	Given a topic, can write a paragraph with a main idea and supporting sentences. May not use topic sentences and generally does not use concluding sentences. Can narrow or expand a paragraph topic with assistance. May have some sequencing problems within the paragraph. Can identify and self-edit some errors with assistance. Uses compound and complex sentences. Makes errors in complex structures such as passive, present perfect, and conditionals.	*Uses elements of process writing to generate essays.* Can narrow or expand a topic. Can write a paragraph with a main idea, supporting sentences, and a concluding sentence. Can use a variety of organizational patterns, (e.g. expository, descriptive, comparative, persuasive.) Has minor organizational problems. Can edit and revise writing, with assistance. Uses compound and complex sentences. Makes errors in grammar and mechanics, but these generally do not interfere with communication. Can summarize reading passages. Given timed, essay test questions, can communicate ideas, but with some structural and organizational problems.

ITALICIZED descriptions are **550** unit objectives.

INSTRUCTIONAL UNITS: 100-450

Each level consists of:

- Entry level descriptions that describe the students entering that level with regard to their speaking, listening, reading, and writing abilities.
- Progress reports
- Overview of Functions by unit
- List of level appropriate resources, including computer-assisted and audiovisual resources
- 9-12 instructional units (in alphabetical order)
- Reading and writing integration
- Enabling Skills (Level 100)
- Structures and resources

LEVEL 100

ENTRY LEVEL DESCRIPTIONS: 100

100 (Low Beginning): Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient (LEP) speakers can rarely communicate with a person at this level, except through gestures.

SPEAKING	LISTENING	READING	WRITING
May function in a limited way in situations related to basic needs. May be able to express a few very basic survival needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Has little or no control of very basic grammar.	May understand a few isolated words or very simple learned phrases (e.g. What's your name?) when spoken slowly and with repetition. Needs context, concrete examples, and non-verbal cues to understand most oral information. May understand some letters of the alphabet and some numbers Needs to have all routine tasks demonstrated. May repeat words to confirm meaning.	May recognize most or all letters of the alphabet, but may not recognize correct order. May recognize single digit numbers and some higher numbers. May recognize a few very common sight words (e.g. name, address, stop). May be able to read short sentences. Has a lot of difficulty reading very short, simplified narrative paragraphs. Has difficulty consulting text to locate information.	May copy letters of the alphabet, numbers, and personally meaningful material. May need assistance. May write letters of the alphabet and numbers from memory. May need assistance. May be able to write very basic personal information and complete a simplified form. May need assistance. May copy sentence patterns and insert own personal information. May attempt to write simple sentences on very familiar topics. Has little or no control of grammar.

REEP ESL PROGRESS REPORT: LEVEL 100

Marking System:
+ = Achieved competency/function
√ = More practice is needed
A = Absent
NC = Not covered

Getting Started:
___ 1. Ask/answer questions: self, others
___ 2. Ask for and request clarification
___ 3. Complete personal identification form
___ 4. Greet and take leave
___ 5. Introduce self/others
___ 6. Identify immediate family
___ 7. Locate relevant points on map
___ 8. Identify school rules
___ 9. Respond to emergency procedures
___ 10. ______________________________

Classroom and Housing:
___ 1. Respond to instructions
___ 2. Identify classroom objects/furniture
___ 3. Identify signs
___ 4. Identify rooms/furniture in house
___ 5. Describe residence
___ 6. ______________________________

Consumerism:
___ 1. Identify food items
___ 2. Ask for food items
___ 3. Identify clothing items
___ 4. Ask/answer questions: prices
___ 5. Express likes and dislikes
___ 6. Address an envelope
___ 7. Request stamps
___ 8. ______________________________

Health:
___ 1. Identify body parts
___ 2. Ask/answer questions: illness/injuries
___ 3. Complete simplified health form
___ 4. Call 911
___ 5. ______________________________

Holidays and Special Occasions:
Holiday:______________________________
___ 1. Identify name of holiday
___ 2. State reason for celebration
___ 3. Identify major historical facts
___ 4. Describe how it is celebrated
___ 5. ______________________________

Money:
___ 1. Identify coins and bills
___ 2. Ask price and produce change up to $20.00
___ 3. Produce price tag amounts

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Money: (cont)
___ 4. Request and give change
___ 5. Request money-related forms
___ 6. Complete money-related forms
___ 7. ______________________________

Time and Weather:
___ 1. Ask/answer questions: clocks
___ 2. Write times
___ 3. Ask/answer questions: dates
___ 4. Read and write dates
___ 5. Describe daily routine
___ 6. Ask/answer questions: seasons
___ 7. ______________________________

Transportation:
___ 1. Identify types of transportation
___ 2. Ask/answer questions: transportation used
___ 3. Ask/answer questions: bus/metro
___ 4. Give/follow directions: metro card machine
___ 5. Identify home, school, job on simplified map
___ 6. Identify traffic signs
___ 7. ______________________________

Working in the U.S.A:
___ 1. Identify job titles
___ 2. Ask/answer questions: past/present jobs
___ 3. Fill out simplified application
___ 4. Follow two-step instructions
___ 5. Demonstrate meaning: workplace signs
___ 6. ______________________________

Enabling Skills:
Mid End
___ ___ 1. Recognize capital/small letters
___ ___ 2. Recite alphabet in correct order
___ ___ 3. Write capital and small letters
___ ___ 4. Print alphabet in order
___ ___ 5. Take letter dictation
___ ___ 6. Say numbers 1-100
___ ___ 7. Write numbers 0-100
___ ___ 8. Write numbers from dictation
___ ___ 9. Sight read own name
___ ___ 10. Sight read personal data vocabulary

Write Level Objective:
___ Generate simple sentences

Reading Level Objective:
___ Read simplified material

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

Teacher Comments:

MID	**PROGRESS**
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________

Retained (level) __________________ Promoted (level) ____________ Withdrew _____

	INDEX OF FUNCTIONS: LEVEL 100								
	Get Start	Class/ House	Cons.	Health	Holi	Money	Time	Trans	Work
Seek & Report Information									
Capability									
Cause/effect									
Description (color, size, condition, etc.)					*		*		
Location/direction		*	*					*	
Objects/signs/symbols		*	*	*		*	*	*	*
Quantity/price		*	*			*		*	
Self/others	*			*				*	*
Time/chronological information							*	*	
Make/Respond to Requests for Clarification	*		*	*		*		*	*
Express & Inquire about Opinions, Attitudes									
Likes/preference/satisfaction/compliments			*						
Needs/wants/intentions			*			*			
Regrets/apologies/sympathy									
Gratitude/surprise									
Complaints									
Opinions									
Express/Inquire about conditions (health, pain, worry, mood)				*					

INDEX OF FUNCTIONS: LEVEL 100

	Get Start	Class/ House	Cons.	Health	Holi	Money	Time	Trans	Work
Make & Respond to Directives:									
Advise, ask; and instruct s.o. to do sth/seek advice	•							•	
Respond to instructions/directives	•	•						•	•
Request assistance				•					
Give/seek permission									
Give/respond to correction/warning									
Make/respond to invitations									

RESOURCES: LEVEL 100

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXTS

Access: Fundamentals of Literacy & Communication
Basic Oxford Picture Dictionary
Basic Oxford Picture Dictionary Workbook
Basic Vocabulary Builder
Before Book One (T)
Consonants Sound Easy
Drawing Out
English for a Changing World: Cue Book One
ESL Teacher's Holiday Activity Kit
Expressways: Foundations
Find Out
First Words
From the Start (T)
Grammarwork 1
Here to Stay in the USA
It's Time to Talk
Lifeskills 1
Look Again Pictures
Moving On
Neighbor to Neighbor
New Oxford Picture Dictionary
New Start
New Start Literacy Workbook
Personal Stories 1
Picture Stories
Practical Vocabulary Builder
Real Conversations
Real-Life English (Pre-literacy Workbook)
Side by Side 1
Side by Side 1 Activity Workbook
Small Talk (T)
Starting to Read
Survival English 1
Voices of Freedom 1
Write On Cue
(used with English for a Changing World: Cue Book one)

CAI/AV

(Basic Vocabulary Builder (software))
Basic Vocabulary Builder Cards (teacher made)
English Express
Goal (teacher author data)
Invest - Lifeskills
Kids Ware
Language Master Cards (teacher made)
Facemaker
MECC: Moneyworks
Paint With Words
Quick Talk
Vocabulary Builder (software)

VIDEOS

Arlington Survival Video: 911

(T) = Tape available

GETTING STARTED 100

COURSE NEEDS ASSESSMENT: See needs assessment tools chart in the appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

Developmental Reading: See end of level for objectives. Starting to Read, unit 1, lesson 2; Consonants Sound Easy (all), Personal Stories 1 (Family)

Developmental Writing: See end of level for objectives. Starting to Read, unit 1, lesson 2; Personal Stories 1 (Family)

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about self and others (name, address, telephone number, birth place, birth date, age.)	Seek/report info: self/other: What's your name? Where are you from? I'm from El Salvador. Make/respond to requests: clarification: Spell that, please. Repeat, please.	First Words, p. 4, 6, 22 and 30. Survival English 1, p. 17-35 Expressways: Foundations, p. 4 and 6 Small Talk, p. 9 From the Start, unit 7 (T) Neighbor to Neighbor, Module 1 It's Time to Talk, p. 70 Student-generated information grids (see needs assessment appendix)	Enabling skills: say numbers Health: call 911 Structures: Simple present Possessive adjectives Subject pronouns WH-Questions Cross-Culture: Taboo • questions (eg. age)
2. Complete a simplified personal data form (information from objective 1).		Starting to Read, unit 1, lesson 1, Lifeskills 1, p. 8-10 First Words, p. 34 A New Start, p. 34 Survival English 1, p. 3-5	Enabling Skills: letters, numbers Work: application Health: health forms Consumerism: envelope Time/Weather: birth date Money: money order
3. Greet and take leave.	Report info: self/others: Hello/ Good morning. Good-bye How are you?	Small Talk, p. 2 and 12 Survival English 1, p. 3-5	

GETTING STARTED 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Introduce self and others.	Report info: self/others: Hi, I'm... Nice to meet you. This is my friend ...	Expressways: Foundations, p. 2 and 3	Structures: Simple present Possessive adjectives Demonstrative pronouns
5. Identify immediate family members.	Report info: others: This is my mother/brother/daughter.	Access, p. 56-58 (T) First Words, p. 10-14 Personal Stories 1 (Family units) Basic Oxford Picture Dictionary, p. 16 Student photos	Structures: Simple present Possessive adjectives Demonstrative pronouns Cross-culture: size of family
6. Locate relevant points on maps (eg. native country, US, Virginia)		Basic Oxford Picture Dictionary, p. 96-99 Maps (US and world)	
7. Identify school policies and rules (see sample language.)	Advise/instruct someone to do something: No smoking./Don't smoke. Class starts at 9:00. No double parking.	School Brochures Student-generated rules and policies	Structures: Imperatives Simple present Negatives
8. Respond to seasonal emergency procedures: fire drills, tornado drills	Respond to instructions: Leave class quickly and turn right. Go outside. Go into the hallway. Get down. Do not go outside.	School Emergency Procedures Snow cancellation policy	Time/weather: weather conditions Structures: Imperative Simple present Negatives Cross-culture: seasonal emergencies in native country

CAI/AV: Teacher made language master cards - personal identification, alphabet, numbers, family

CLASSROOM AND HOUSING LEVEL 100

Developmental Reading: See end of level for objectives. Personal Stories 1, units on home

Developmental Writing: See end of level for objectives. Look Again Pictures, 11 and 12

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Respond to common instructions in the classroom setting.	Respond to instructions: Open your book. Turn to page ... Listen/repeat. Write. Spell...	New Oxford Picture Dictionary, p. 77 Basic Oxford Picture Dictionary, p. 3	Structure: Imperative Work: follow instructions Transportation: metro machine
2. Identify common classroom objects and furniture.	Report info: objects: This is my book. These are my pens. Report info: location The pencil sharpener is over there. The flag is on the wall.	New Oxford Picture Dictionary, p. 77 Basic Oxford Picture Dictionary, p. 2 Survival English 1, p. 38-44 First Words, p. 7-9 Starting to Read, lesson 4 English for a Changing World, Cue Book 1; charts 1, 10, 11 (visuals) Neighbor to Neighbor, Module 7, Unit 1 Oxford Picture Dictionary Posters	Structures: Simple present Singular/plural Demonstratives Prepositions: Cross-culture: schools in native country
3. Identify common signs and symbols in the school and community.	Report info: signs/symbols: Mens/Ladies Room Library/Office Handicap Parking Open/Close Push/Pull Out of Order Help Wanted	Survival English 1, p. 246 Real-Life English (Pre-Lit Wkbk), p. 10 First Words, p. 120 A New Start, p. 91-93 Access, unit 8 (T) Posters (student generated) Students write down information from signs and bring it to class.	Transportation: traffic signs Work: signs Cross-culture: symbols used in US vs. other countries

CLASSROOM AND HOUSING LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given a visual of a house, identify rooms and location of furniture.	Seek/report info: location: The sofa is in the living room. The book is on the chair. Where is the lamp?	Starting to Read, p. 20-25 Side by Side 1, p. 8-10 New Oxford Picture Dictionary, p. 27 Basic Oxford Picture Dictionary, p. 24-27 Basic Vocabulary Builder, #16 and #17 Real-Life English (Pre-Lit Wkbk), p. 37 Survival English 1, p. 178-180, 196-197	Structures: Prepositions of place Wh-Questions: where
5. Describe own residence orally and in writing, including type of housing, number of rooms and location.	Report info: location, quantity: I live in an apartment/house. My apartment has 4 rooms. I live in South Arlington.	Find Out, p. 23-26 Starting to Read, p. 29 Basic Oxford Picture Dictionary, p. 22-23 Students' drawings.	Getting Started: personal ID Structures: Simple present Prepositions of place Negatives Cross-culture: housing in native country
CAI/AV: Teacher-made language master cards - house, furnishings. Basic Vocabulary Builder Software - House, Furnishings; MECC-Paint With Words; English Express - Rooms in the House.			

CONSUMERISM LEVEL 100

Developmental Reading: See end of level for objectives. Starting to Read, p. 52-58, 72-74.

Developmental Writing: See end of level for objectives. Starting to Read, p. 58. Write On Cue, 117, 118, 67-69, 78-80 (used with English for a Changing World Cue Book 1); Look Again Pictures, units 7 and 8.

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify food items orally and in writing.	Report info: objects: Those are pears. I like beans. This apple is good.	Real-Life English (Pre-Lit Wkbk), p. 21-22 Survival English 1, p. 133, 138, 154 Basic Oxford Picture Dictionary, p. 34-37 New Oxford Picture Dictionary, p. 6-13 Basic Vocabulary Builder, #5, 6 English for a Changing World-Cue Book 1; charts 12 and 13 (visuals) Oxford Picture Dictionary Posters	Structures: Demonstratives Singular/plural Simple present Cross-culture: foods from native country
2. Ask for food items in a store.	Express needs: May I have a pound of ham? Seek/report info: location: Where are the drinks? Make/respond to request: clarification: Please repeat.	A New Start, p. 21, 45	Structures: Modal - may Questions - wh & yes/no
3. Identify clothing items orally and in writing, including colors.	Report info: objects: This is a jacket. Those slippers are orange. Express needs/wants: I want to buy a red sweater. She needs new, brown shoes.	Basic Vocabulary Builder, #1, 2, 3 Survival English 1, p. 157-161, 176 Basic Oxford Picture Dictionary, p. 9, 48-51 New Oxford Picture Dictionary, p. 19-24 English for a Changing World, Cue Book 1, charts 8 and 14 (visuals) Oxford Picture Dictionary Posters	Structures: Demonstratives Simple present Singular/plural Adjective + noun Cross-culture: traditional clothes in native country

CONSUMERISM LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given visuals of clothing and food, ask and answer questions about price.	Seek/report info: price: How much is this? How much are these pants? It's $2.50 a pound. Make/respond to requests: clarification Please repeat that. I said $2.75.	Access, p. 98-100 (T) A New Start, p. 39-40 Survival English 1, p. 142-143, 163-164 Find Out, p. 14 Neighbor to Neighbor, Module 4, unit 2 Oxford Picture Dictionary Posters	Money: ask price Enabling Skills: numbers Structures: Questions- yes/no & wh Singular/plural Count/non-count
5. Express/inquire about likes and dislikes.	Express/inquire about likes/dislikes I like pizza. Do you like this hat? I don't like milk.	Survival English 1, p. 139 Find Out, p. 9-12 Small Talk, p. 28 Drawing Out, p. 23 Starting to Read, p. 75-76 Basic Oxford Picture Dictionary, p. 44-45	Structures: Questions - yes/no Simple present Negatives Cross-culture: taboo foods
6. Address an envelope.		Real Life English (Pre-Lit Wkbk), p. 10 Survival English 1, p. 237 A New Start Wkbk, p. 17-19	Enabling Skills: numbers Getting Started: forms Health: forms Money: money order
7. Request stamps at a post office.	Express needs/wants: I need three 29 cent stamps. Please give me 1 aerogram.	First Words, p. 107-108 Survival English 1, p. 235-236 Expressways: Foundations, p. 67 New Oxford Picture Dictionary, p. 46 Basic Oxford Picture Dictionary, p. 71	Money: request money order Enabling Skills: numbers Structures: Simple present

CAI/AV: Teacher-made language master cards - Food, Fruit, Vegetables, Clothing, Accessories. Basic Vocabulary Builder software: same categories as Language Master. English Express - Fruits, Vegetable, Clothing.

HEALTH LEVEL 100

Developmental Reading: See end of level for objectives. Picture Stories; unit 2 (visuals)

Developmental Writing: See end of level for objectives. Picture Stories: unit 2 (visuals); Look Again Pictures: unit 9

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given a visual of a human body, identify parts orally and in writing.	Report info: objects: Head My shoulder His neck Her arms	Survival English 1, p. 86, 106 First Words, p. 87 Basic Vocabulary Builder, #7 Access, p. 88 (T) Real Life English (Pre-Lit Wkbk), p. 37 Neighbor to Neighbor, Module 6, Unit 1 Basic Oxford Picture Dictionary, p. 58-60 New Oxford Picture Dictionary, p. 4-5	Structures: Possessives Singular/plural
2. Given visuals of people who are sick or injured, ask and answer questions about illness or injury.	Express/inquire about condition: What's the matter? I have a headache. Does your back hurt? Yes, my back hurts.	Survival English 1, p. 87-91 Access, p. 87 (T) Expressways: Foundations, p. 50, 52 (visuals) Neighbor to Neighbor, Module 6, Unit 2 Basic Oxford Picture Dictionary, p. 62-63 New Oxford Picture Dictionary, p. 39-41	Structures: Simple present Possessive adjectives Questions: wh & yes/no
3. Fill out a simplified health form.		Survival English 1, p. 96 Real Life English (Pre-Lit Wkbk), p. 38	Enabling skills: letters, numbers, data vocabulary Getting Started: ID forms Work: application

HEALTH LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given visuals of an emergency, simulate a 911 call and request the appropriate assistance giving name, address and telephone number.	Make request: assistance: Emergency! Police! Fire! Ambulance! Please hurry! Report info: self: My address is ... My phone number is... Make/respond to requests: clarification: The spelling is .... I don't speak English.	Neighbor to Neighbor, Module 6, unit 3 Practical Vocabulary Builder, #16 Access, p. 91 (T) Basic Oxford Picture Dictionary, p. 74-75 New Oxford Picture Dictionary, p. 42 Arlington Survival Video: 911 911 stickers available from police department	Enabling Skills: numbers Getting Started: personal ID Structures: Possessive adjectives Simple present Subject Pronouns Imperatives

CAI/AV: Teacher-made language master cards: Health, Body Parts; Basic Vocabulary Builder software: Health, Body Parts; Quick Talk: Health; GOAL: Lee's story, Tran's story; Facemaker; English Express: Doctor, Dentist

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 100

Reading and Writing Development: See end of level for objectives. See resources below.

Needs Assessment: Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays and/or special occasions that they would like to cover.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. Identify name of holiday or special occasion.	Report info: descriptive Tomorrow is Independence Day.	Structures: Simple present
2. State reasons for celebration.	Report info: descriptive July 4th is the birthday of the U.S.	Structure: Simple present
3. Identify major historical facts relevant to the holiday or special occasion.	Report info: descriptive The United States became free.	Structure: Simple past
4. Describe how the holiday or special occasion is celebrated.	Report info: descriptive We have picnics and fireworks.	Structure: Simple present

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 100

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holidays in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day Halloween	Columbus Day Election Day Veteran's Day Thanksgiving Day Christmas Other: Friday the 13th religious holidays Cross-Culture: birthdays marriages births/deaths	ESL Teacher's Holiday Kit Here to Stay in the USA Voices of Freedom 1 Basic Oxford Picture Dictionary, p. 17, 94-94 (Holidays) Basic Vocabulary Builder, #31 Field trips: memorials, National Archives, museums, Arlington Cemetery
CAI/AV: Basic Vocabulary Builder: holidays		

MONEY LEVEL 100			
Developmental Reading: See end of level for objectives. Picture Stories, p. 25-27			
Developmental Writing: See end of level for objectives. Picture Stories, p. 25			
Unit Needs Assessment: See needs assessment appendix for details.			
OBJECTIVE	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
1. Identify coins and bills by name and value.	Report info: objects/signs/symbols: I have a quarter. A dime is 10 cents.	Small Talk, pg. 50, #4 New Oxford Picture Dictionary, p. 13 Basic Oxford Picture Dictionary, p. 10 First Words, p. 49-50 Access, p. 94-96 (T) Survival English 1, p. 61-63 Real Conversations, unit 4 Neighbor to Neighbor, Module 4, Unit 1	Enabling skills: say numbers President's Day: money Structures: Simple present Singular/plural Cross-culture: money in native country
2. Given amounts under $20.00, ask about price and produce requested amounts.	Seek/report info: price How much is this (jacket)? How much are these (shoes)? Make/respond to request for clarification: Please repeat. $3.00? How much? $3.00.	Access, p. 93, 97 (T) First Words, p. 54 Survival English 1, p. 64 Before Book One, 13-16 (T) From the Start, units 1, 3 and 4 (T)	Consumerism: ask price Enabling skills: say numbers Structures: Simple present Questions: how much Singular/plural Demonstratives
3. Given a price tag, produce the correct amount.		Survival English 1, p. 232-233 Real Conversations, unit 4 Real price tags that students and teacher bring in	Consumerism Enabling skills: read numbers

MONEY LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Request and respond to requests for change.	Express/inquire about needs: Do you have change for a quarter? Here you are. No, I don't. Make/respond to request: clarification: Please repeat.	A New Start, p. 19-20	Enabling skills: say numbers Structures: Simple present Yes/No questions Negatives
5. Request various money-related forms, eg. money order, deposit slip, receipt.	Express needs: May I have a money order for $... I need a receipt.	Basic Oxford Picture Dictionary, p. 70-71 A New Start, p. 94	Enabling Skills: say numbers Structures: Simple present May
6. Complete various money-related forms, eg. money order, checks, deposit slip.			Getting Started: forms Health: forms Enabling skills: data vocabulary, write letters and numbers
CAI/AV: Invest: Money; Moneyworks			

TIME AND WEATHER LEVEL 100

Developmental Reading: See end of level for objectives. Starting to Read, p. 67-69; Write On Cue, "Reading to Write #5"(used with English For a Changing World Cue Book)

Developmental Writing: See end of level for objectives. Starting to Read, p. 64-65, 70-71

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals of analog and digital clocks, ask and answer questions about times.	Seek/report information: time What time is it? It's ... Report info: signs/symbols: 3:00 p.m.	Basic Oxford Picture Dictionary, p. 7 Access, p. 79-82 (T) Real-Life English (Pre-Lit Wkbk), p. 16-17 Before Book One, p. 17-23 (T) Survival English 1, p. 55-58 Neighbor to Neighbor, Module 2, Unit 1 Toy clocks	Enabling Skills: say numbers Structures: Simple present Wh-questions
2. Given visuals of analog and digital clocks, write times.		A New Start, p. 63-67 Basic Oxford Picture Dictionary, p. 7 Basic Oxford Picture Dictionary Wkbk, p. 7	Enabling skills: numbers
3. Ask and answer questions about dates.	Seek/report information: time: What's your birth date? Today is ... When is... ?	First Words, p. 85 Basic Oxford Picture Dictionary, p. 4, 5	Getting Started: ID Holidays Structures: Simple present Wh-questions: what, when Cross-culture: appropriate reasons to ask about age

TIME AND WEATHER LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Read and write dates including abbreviated forms.		Survival English 1, p. 47-52 First Words, p. 79-84 Basic Oxford Picture Dictionary Workbook, p. 5	Enabling Skills: read data vocabulary Getting Started: forms Health: forms Money: forms Work: application
5. Describe daily routine.	Report information: chronological I get up at 7:00. I go to sleep at 10:00. I arrive at school at 9:00.	Basic Oxford Picture Dictionary, p. 14, 15 Basic Oxford Picture Dictionary Wkbk, p. 15 Neighbor to Neighbor, Module 2, Unit 2 A New Start, p. 103-104 (visuals) English for a Changing World Cue Book 3, chart 2 (visuals)	Enabling Skills: say numbers Structures: Simple present Prepositions: time Subject pronouns Cross-culture: being punctual
6. Given visuals of weather conditions and seasons, ask and answer questions.	Seek/report information: condition: How's the weather? It's hot today. It's raining now. Winter is very cold in Arlington. Summer is very hot in my country.	Basic Oxford Picture Dictionary, p.8 Basic Oxford Picture Dictionary Workbook, p. 8 Survival English 1, p. 53-54 Small Talk, p. 55 #1 and 56 #3 Expressways: Foundations, p. 84 New Oxford Picture Dictionary, p. 25 English for A Changing World - Cue Book 1 chart 19 (visuals)	Getting Started: seasonal emergencies Structures: Simple present Present continuous Wh-questions - how Very Cross-culture: compare climate to native country

CAI/AV: Teacher-made Language Master cards - Seasons and Weather. Basic Vocabulary Builder software - Seasons and weather. Invest - Time, Clockworks

TRANSPORTATION LEVEL 100

Developmental Reading: See end of level for objectives. Look Again Pictures, #4, 6 (visuals)

Developmental Writing: See end of level for objectives. Write On Cue, exercise 109 (use with English for a Changing World Cue Book 1); Look Again Pictures, #4, 6 (visuals)

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify types of transportation.	Report info: objects: Car, bus, train, airplane, taxi, metro train	Basic Vocabulary Builder, #19 Basic Oxford Picture Dictionary, p. 76 New Oxford Picture Dictionary, p.54-55 Survival English 1, p. 131 English for a Changing World: Cue Book 1, chart 3 (visuals) Oxford Picture Dictionary Posters	
2. Ask and answer questions about transportation used to get to school and work.	Seek/report info: self/others How do you go to school/work? I walk. I take the bus.	Survival English 1, p. 108-111, 113 Information grids, (see needs assessment appendix)	Structures: simple present preposition of place - to wh-questions Cross-culture: modes of transportation in native country

TRANSPORTATION LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Ask and answer questions about bus/metro information.	Seek/report info: location, time, price Where is the bus stop? Where does this bus go? Does this bus go to Ballston? This bus goes to Ballston. When does the bus come? The bus comes at 12:15. How much does it cost? Make/respond to request: clarification: Excuse me. Please repeat that.	Survival English 1, p. 112, 117 First Words, p. 119 Access, p. 77-78 (T) Small Talk, p. 60, #2	Time/Weather: time questions Structures: prepositions of place - to, at wh-questions yes/no questions
4. Give and follow directions for using metro fare card machine.	Instruct/respond to instructions: Put $1.00 here. Press here.	Field trip to metro station	Enabling Skills: say numbers Structures: imperative
5. Given a simplified map, identify vicinity of home, school, and work.	Report info: location This is my street. This is my school. I work here.	Simplified local Maps	Getting Started: maps Structures: Demonstratives Simple Present
6. Given visuals, identify common traffic signs.	Report info: objects/signs/symbols: Don't Walk Stop One Way	Real-Life English (Pre-Lit Wkbk), p. 47 Survival English 1, p. 127 Practical Vocabulary Builder, # 9 Field trip around the school	Classroom and Work: signs Structures: imperative Cross-culture: signs used in native country

CAI/AV: Teacher-made Language Master cards - Transportation. Basic Vocabulary Builder software - Transportation; Kid's Ware - City

WORKING IN THE USA LEVEL 100			
Developmental Reading: See end of level for objectives. Personal Stories 1; Weekday activity units			
Developmental Writing: See end of level for objectives. A New Start; p 81-82 (visuals)			
Unit Needs Assessment: See needs assessment appendix for details.			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
1. Given visuals of occupations, identify job titles.	Report info: others: He's a teacher. She's a plumber.	Basic Vocabulary Builder, # 23 Basic Oxford Picture Dictionary, p. 84-86 Survival English 1, p. 203-206, 221 Neighbor to Neighbor, Module 8, Unit 1	Structures: Simple present Subject pronouns
2. Ask and answer questions about past and present employment.	Seek/report information: self What's your job? I'm not working now. What was your job? I was a teacher.	Survival English 1, p. 207-208, 211 Neighbor to Neighbor, module 8, unit 2 Information grids	Structures: Questions: wh Simple present Simple past Present continuous
3. Fill out simplified employment application.		Survival English 1, p. 213, 215 Real-Life English (Pre-Lit Wkbk), p. 42-45 A New Start, p. 70	Getting Started: forms Health: forms Enabling skills: write letters, numbers; data vocabulary
4. Follow two-step instructions to complete a job task.	Respond to instructions: Close the cover. Press the start button.	A New Start, p. 76 (visual) Moving On, p. 50 (visuals)	Classroom: commands Transportation: metro machine Structures: Imperative

WORKING IN THE USA LEVEL 100

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Ask for clarification of instructions.	Make/respond to requests: clarification: Please show me. Please repeat.		All units; all appropriate objectives Cross-culture: appropriateness of asking for clarification
6. Given common workplace signs, demonstrate meaning.	Report info: signs/symbols: Caution. Do Not Enter	A New Start, p. 91-92 Workplace kits (signs)	Classroom: signs Transportation: signs Cross-culture: signs used in native country
CAI/AV: Teacher-made language master cards: occupations; Basic Vocabulary Builder: Occupations; Invest: Survival Skills 1.5 Information signs 1, Wordbanks 6-7			

WRITING DEVELOPMENT - 100

Writing development is integral to this curriculum and has been integrated into every topic unit (See individual topic units: Developmental Writing.)

LEVEL OBJECTIVE: To generate simple sentences.

VARIABLES:
- given a model
- personal experiences
- level appropriate

The goal for writing development for level 100 is to reach level 150. See entry level descriptions.

EVALUATION CRITERIA:
- conveys ideas to readers
- correct word order for simple sentence
- sentences and proper nouns are capitalized

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT	**RESOURCES**
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
Brainstorm using visuals or personal experience Participate in generating language experience stories - brainstorm - copy sentences - sequence sentences Use capitalization in initial word in sentence, names, and addresses	Starting to Read Personal Stories 1 Picture Stories New Oxford Picture Dictionary Basic Oxford Picture Dictionary Look Again Pictures Drawing Out Write on Cue (used with English for a Changing World: Cue Book 1 Here to Stay in the USA Voices of Freedom 1 Field trips and follow-up writing Language Experience Stories

READING DEVELOPMENT - 100

Reading development is integral to this curriculum and has been integrated into every topic unit (see individual units: Developmental Reading).

LEVEL OBJECTIVE: To read simplified materials.

VARIABLES:
- familiar topics
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development at level 100 is to reach level 150. See entry level descriptions.

EVALUATION CRITERIA:
- Answer factual questions (yes/no)
- Identify sequence of simple narrative

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

READING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
READING: Make predictions using visuals Locate information in text Identify sequence of a story VOCABULARY: Use phonics and sounding-out to decode new words (matching letters to sounds, initial consonants and vowel sounds) Match words and phrases with pictures Categorize vocabulary (eg. antonyms)	Starting to Read Consonants Sound Easy Personal Stories 1 New Oxford Picture Dictionary Basic Oxford Picture Dictionary ESL Teachers' Holiday Kit Voices of Freedom 1 Here to Stay in the USA Student generated texts

ENABLING SKILLS LEVEL 100

Needs Assessment: The following skills are skills which enable students to achieve 100 level lifeskills competencies. These skills are necessary for learners to know in order to successfully complete many of the competencies in the 100 units. These skills should be evaluated at the beginning of the course. If students can not demonstrate ability in these skills, time should be taken to teach these before moving to the competencies. These skills should also be evaluated at mid-cycle and at the end of the cycle (see progress report).

ENABLING SKILLS OBJECTIVES	RESOURCES	INTEGRATION
Students will be able to: 1. Recognize capital and small letters of the alphabet. 2. Recite alphabet in correct order. 3. Write capital and small letters. 4. Print alphabet in order without prompting. 5. Write letters from dictation. 6. Say numbers 1-100. 7. Write numbers 0-100 without assistance. 8. Write numbers from dictation. 9. Sight read own name. 10. Sight read data vocabulary: address, telephone number, date, birthplace, age, sex, male, female, social security number, signature.	Access, p. 11-55 (T) First Words, p. 1, 3, 5 A New Start: Literacy Workbook, p. 5-28 Real-Life English (Pre-Lit Wkbk), unit 1 and p. 51-60 Before Book One, unit 1 (T) BINGO Game Alphabet cards Number cards	Getting Started: Personal ID, forms Consumerism: prices, address an envelope, purchase stamps Health: health form, call 911 Money: all objectives Time/Weather: times, birth date, daily routine Transportation: metro card Work: application

CAI/AV: Alphabetizing; Teacher-made Language Master cards - alphabet, numbers

STRUCTURES-100

STRUCTURE	UNIT	RESOURCES
ADJECTIVES/PRONOUNS:		
adjective + noun	Consumerism	Side by Side 1 Activity Workbook; p. 57, ex. M
demonstrative (that, this)	Classroom/Housing, Consumerism, Getting Started, Transportation	Grammarwork 1; p. 5
possessive	Getting Started, Health	Grammarwork 1; p.3, 10
ADVERBIALS:		
very/too/enough	Time/Weather	
MODAL VERBS:		
may	Consumerism, Money	
NOUNS:		
count/noncount	Consumerism	
singular/plural	Classroom/Housing, Consumerism, Health, Money	Grammarwork 1; p. 22-23, 28 Side by Side 1 Activity Workbook; p. 29, ex. G; p. 51, ex. C
PREPOSITIONS:		
place	Classroom/Housing, Transportation	Grammarwork 1; p. 33
time	Time/Weather	Grammarwork 1; p. 60
VERBS:		
imperative	Classroom/Housing, Getting Started, Health, Transportation, Work	
negatives	Classroom/Housing, Consumerism, Getting Started, Money	
present continuous	Time/Weather, Work	
simple past	Holidays/Special Occasions, Work	Grammarwork 1; p. 58
simple present	All Units	
QUESTIONS:		
wh	All Units	Grammarwork 1; p. 7, 27
yes/no	Consumerism, Health, Money, Transportation	

LEVEL 150

ENTRY LEVEL DESCRIPTIONS: 150

150 (Beginning): Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with LEP speakers will have difficulty communicating with a person at this level.

SPEAKING	LISTENING	READING	WRITING
Expresses basic needs using isolated words, simple learned phrases, and gestures. May switch to primary language in order to communicate message. Ask and responds to simple learned questions. May repeat words and phrases to clarify. Has a little to some control of very basic grammar. May be able to say letters of alphabet and numbers.	Understands a number of simple learned phrases. May need slow speech and frequent repetition. May need context, concrete examples, and non-verbal cues to understand oral information. May understand letters of the alphabet and numbers.	Recognizes upper and lower case letters of the alphabet. Relates phonological sounds to initial consonants. Recognizes numbers 1-100 Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no, true/false, fill-in) based on readings and simple wh-questions. Can identify sequence of a simple narrative. May use bilingual dictionary. Has difficulty locating the correct entry.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes short simple sentences. May need assistance. Given a model on a familiar topic, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has some control of very basic grammar.

REEP ESL PROGRESS REPORT: LEVEL 150

Marking System:

+ = Achieved competency/function
√ = More practice is needed
A = Absent
NC = Not covered

Getting Started:

___ 1. Ask/answer question: self, others
___ 2. Complete simplified data form
___ 3. Greet and take leave
___ 4. Introduce self/others
___ 5. Identify immediate family
___ 6. Locate relevant points on map
___ 7. Identify school rules
___ 8. Respond to school policies
___ 9. Write about self
___ 10. ______________________________

Consumerism:

___ 1. Describe what someone is wearing
___ 2. Identify food items
___ 3. Express/inquire: likes/dislikes
___ 4. Request clothing/food items
___ 5. Ask/answer questions: location of items
___ 6. Ask/answer questions: price, hours
___ 7. Request items at fast food restaurant
___ 8. Make inquires/requests: post office
___ 9. Address an envelope
___ 10. ______________________________

Health:

___ 1. Identify body parts
___ 2. Ask/answer questions: illness/injury
___ 3. Inquire: someone's health
___ 4. Ask for/give advice
___ 5. Respond to instructions
___ 6. Fill out health form
___ 7. Call 911
___ 8. ______________________________

Holidays and Special Occasions:

Holiday: ______________________________
___ 1. Identify name
___ 2. State reason for celebration
___ 3. Identify major historical facts
___ 4. Describe how it is celebrated
___ 5. ______________________________

Housing:

___ 1. Ask/answer questions: locations of furniture
___ 2. Describe residence
___ 3. Inquire about apartment for rent
___ 4. Complete simplified housing application
___ 5. ______________________________

Money and Banking:

___ 1. Ask price/produce amounts up to $100.00
___ 2. Produce price tag amounts

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Money and Banking: (con't)

___ 3. Indicate incorrect change
___ 4. Identify people/items in bank
___ 5. Write a check
___ 6. Fill out bank deposit slip
___ 7. Request service at bank
___ 8. ______________________________

Telephone:

___ 1. Write phone numbers
___ 2. Call to request specific person
___ 3. Take/leave simple message
___ 4. Locate names and numbers on list
___ 5. Give/follow instructions: pay phone
___ 6. ______________________________

Time and Weather:

___ 1. Ask/answer questions: clocks
___ 2. Write times from analog clocks
___ 3. Write times from dictation
___ 4. Read/write abbreviated dates
___ 5. Ask/answer questions: daily routines
___ 6. Ask/answer questions: weather/season
___ 7. Interpret information: weather report/map
___ 8. ______________________________

Transportation:

___ 1. Identify means of transportation
___ 2. Ask/answer questions: transportation
___ 3. Ask/answer questions: bus/metro
___ 4. Request metro bus pass
___ 5. Ask for/give directions
___ 6. Identify points on simplified map
___ 7. Identify common traffic signs
___ 8. ______________________________

Working in the U.S.A.:

___ 1. Identify titles, location, tasks, tools
___ 2. Describe occupation in country
___ 3. Complete simplified application
___ 4. Ask questions: hours/duties
___ 5. State future job goals
___ 6. Follow two-step instructions
___ 7. Demonstrate meaning of workplace signs
___ 8. Call in sick
___ 9. ______________________________

Writing Level Objective:

___ Write a series of simple sentences

Reading Level Objective:

___ Read simplified narrative

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	**PROGRESS**
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________
Retained (level)__________________ Promoted (level) ____________ Withdrew______

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INDEX OF FUNCTIONS: LEVEL 150

	Get Start	Cons.	Health	Holi	House	Money	Telephone	Time	Trans	Work
Seek & Report Information										
Capability										
Cause/effect										
Description (color, size, condition, etc.)		●		●	●			●		
Location/direction		●			●				●	
Objects/signs/symbols		●	●			●			●	
Quantity/price		●			●	●			●	
Report/seek/self/others	●					●	●		●	●
Time/chronological information								●		●
Make/Respond to Requests for Clarification	●		●		●	●	●		●	●
Express & Inquire about Opinions, Attitudes										
Likes/preference/satisfaction/compliments		●								
Needs/wants/intentions		●				●	●		●	●
Regrets/apologies/sympathy										
Gratitude/surprise										
Complaints						●				
Opinions										
Express/Inquire about conditions (health, pain, worry, mood)			●							●

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INDEX OF FUNCTIONS: LEVEL 150

	Get Start	Cons.	Health	Holi	House	Money	Telephone	Time	Trans	Work
Make & Respond to Directives:										
Advise, ask; and instruct s.o. to do sth/seek advice	•		•				•			
Respond to instructions/directives	•		•				•			•
Request assistance			•							
Give/seek permission										
Give/respond to correction/warning										
Make/respond to invitations										

RESOURCES: LEVEL 150

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher' information.

TEXTS

Basic Vocabulary Builder
Book of Forms
Basic Oxford Picture Dictionary
Conversation Book 1
Drawing Out
English for a Changing World:
    Cue Book One
English for Adult Competency 1
ESL Teacher's Holiday Activity Kit
Expressways: Foundations
Expressways: Foundations Workbook
Find Out
From the Start (T)
Get Ready! Go! Home Free!
Grammarwork 1
Grammarwork 2
Here to Stay in the USA
Initial Clusters Sounds Easy!
Invest in Writing: Book 5
It's Time to Talk
Jazz Chants for Children
Let's Work Safely
Let's Celebrate America
Lifelines 1
Lifeskills 1
Living In Arlington
Longman ESL Literacy
Look Again Pictures
New Oxford Picture Dictionary
Personal Stories 2
Picture Stories
Pizza Tastes Great
Practical Vocabulary Builder
Practice With Your Partner
Real-Life English 1 (T)
Real-Life English WorkBook 1
Side by Side 1
Side by Side 1 Activity Workbook
Small Talk (T)
Sounds Easy
Speaking Up at Work
Stepping Out
Stories to Tell Our Children
Survival English 2
Voices of Freedom 1
Working in English 1
Write On Cue
    (used with English for a
    Changing World: Cue Book One)

CAI/AV

Basic Vocabulary Builder (Software)
English Express
Interactive Video Disk (Housing)
Invest Survival Signs
Invest Survival Skills
Language Master Cards (teacher made)
Quick Talk
Wordbooks (Transportation)

VIDEOS

Arlington Survival Video: **911**
Side by Side 1

(T) = Tape available

GETTING STARTED LEVEL 150

COURSE NEEDS ASSESSMENT: See needs assessment tools chart in the appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

Developmental Reading: See end of level for objectives. Side by Side 1, p. 75-75. Stories to Tell Our Children, p. 2-3. Personal Stories 2 (introduction)

Developmental Writing: See end of level for objectives. Survival English 2; p. 146, Personal Stories 2 (introduction)

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age, number of children, and marital status)	Seek/report info: self/others Where are you from? What's your name? I am from ... My name is ... Make/respond to requests: clarification: Excuse me? Please spell that. Please repeat that.	Real-Life English 1, unit 1 Lifelines 1, unit 2 From the Start, units 5, 6, 10 (T) Small Talk, p. 8,9	Health: call 911 Work: call work Telephone: related objectives Structures: Simple present Possessive adjectives Subject pronouns Wh-questions Cross-culture: taboo questions (eg. age)
2. Complete simplified data form including (information from objective 1 as well as sex, social security number, and signature.)		Real-Life English 1, p. 7 Lifelines 1, p. 17 Working in English 1, p. 17	Work: forms Health: forms Housing: forms
3. Greet and take leave.	Report info: self/others: Hello, how are you? Good-bye. See you later.	Expressways: Foundations, p. 13 Small Talk, p. 2, 3, 12	Work: call work Telephone: related objectives
4. Introduce self and others.	Report info: self/others: Hello. My name is ... I'm glad to meet you. This is my friend,....	Expressways: Foundations, p. 7 Expressways: Foundations, Wkbk, p. 8 Small Talk, p. 7 Real-Life English 1, p. 11	Telephone: related objectives Structures: Simple present Possessive adjectives Demonstratives

GETTING STARTED LEVEL 150			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
5. Identify immediate family relationships.	Report info: others: This is my mother. I have 3 brothers. My sister lives in ...	New Oxford Picture Dictionary, p. 2-3 English for Adult Competency 1, p. 14-15 A Conversation Book, p. 28-30 Drawing Out, p. 11 Survival English 2 p. 11-14 Student photos	Structures: Simple present Demonstratives Possessive adjectives Cross-culture: size of families
6. Locate relevant points on maps (eg. native country, US, Virginia, Arlington)		Survival English 2; unit 6 maps	Time/Weather: weather maps
7. Identify school rules and policies. (see sample language and school policies brochures)	Advise/instruct someone to do something. No smoking in the school. Don't double park. No children in class. Next Monday is a holiday.	School brochures	Work: follow instructions Structures: imperatives Negatives
8. Respond to seasonal emergency procedures: fire drills, tornado drills, etc.	Respond to instructions: Turn right and go downstairs. Exit quickly. Don't touch the lights. Get down on your hands and knees. Put your hands over your head.	School emergency procedures	Work: follow instructions Time/Weather: weather, seasons Structures: imperatives negatives
9. Write a timeline, including past and present events as well as future goals.	Report info: self: I came to the US in ... I want to/will study ...	Drawing Out, p. 25 and 97 Survival English 2, p. 150-153 Self-generated timelines.	Work: goals Structures: Present, past, future Prepositions - time, place
CAI/AV: Teacher-made Language Master cards: Personal ID.			

CONSUMERISM LEVEL 150

Developmental Reading: See end of level for objectives. The Pizza Tastes Great; selections from Food and Shopping units.

Developmental Writing: See end of level for objectives. Drawing Out; p. 27, 33. Look Again Pictures; #3, #7.

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Describe what someone is wearing, including size and color.	Report info: descriptive She's wearing a large, blue sweater. He is wearing a new coat. He is wearing red shoes. He isn't wearing a jacket.	Write on Cue, ex. 82, 83 Jazz Chants for Children, p. 5 Real Life English 1, p. 62-64, 65-68 New Oxford Picture Dictionary, p. 19-24, 104 Basic Oxford Picture Dictionary, p. 48-54 English for a Changing World Cue Book 1: charts 8, 14 (visuals) Oxford Picture Dictionary Posters	Structures: Negatives Present continuous Adjective + noun Singular/plural Cross-culture: traditional clothing
2. Identify food items, orally and in writing.	Report info: objects: This is a tomato. Those are oranges.	New Oxford Picture Dictionary,p. 6-11 Basic Oxford Picture Dictionary, p. 34-39 Real Life English 1, p. 51-53 Real Life English 1 Wkbk, p. 25 English for a Changing World Cue Book 1: charts 12, 13 (visuals) Oxford Picture Dictionary Posters	Structures: Simple present Demonstratives Cross-culture: traditional food, taboo foods
3. Express/inquire about likes and dislikes.	Express/inquire about likes/dislikes: I like this blouse. This is a good sandwich. Do you like papaya? I don't like ...	Lifelines 1, unit 13 Survival English 1, p. 139	Structures: negatives demonstratives adjectives yes/no questions Cross-culture: taboo foods

CONSUMERISM LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Request clothing/food items, including description of containers, quantities and sizes of items.	Express/inquire about needs: I'd like a pound of onions. Do you have this sweater in medium? I need a carton of milk. Do you have any cakes?	English for Adult Competency 1, p. 28-29, 109-110 New Oxford Picture Dictionary,p. 12-13 Lifeskills 1, p. 43-44 Real Life English 1 Wkbk, p. 26 Get Ready, Go, Home Free, p. 7	Structures: Singular/plural Yes/no questions Some/any Count/non-count nouns
5. Ask and answer questions about location of items in a store.	Seek/report info: location: Where is the shoe department? Where is the bread? It's in aisle 6 on the left. They're on the second floor.	Survival English 2, p. 45-47 English for Adult Competency 1, p. 33 Lifeskills 1, p. 46 Lifelines 1, units 10 and 12 Expressways: Foundations, p. 36, 62,65 Expressways: Foundations Wkbk A, p. 34-35, 60 New Oxford Picture Dictionary, p. 14-15 Get Ready, Go, Home Free, p. 13, 101	Transportation: directions Housing: location of items Structures: Prepositions of place Singular/plural Wh-question - where Cross-culture: shopping
6. Ask and answer questions about the price of items, store hours, and sale items.	Seek/report info: price: How much is the coat? It's $35.00 Is this meat on sale? What are your store hours?	Real Life English 1, p. 69-70 Lifelines 1, unit 13 English for Adult Competency 1, p. 32 Lifeskills 1, p. 45 Food and clothing ads	Money/Banking: prices Housing: ask about rent Structures: singular/plural wh-questions Yes/no questions

CONSUMERISM LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
7. Request items at a fast food restaurant.	Express/inquire about needs: I'd like a large coke. Can/May I have a cheeseburger?	From the Start, unit 8 (T) Expressways: Foundations, p. 134 Expressways Foundations Wkbk, p. 34-36 Menus from local restaurants	Structures: would like, can, may Cross-culture: fast food
8. Make inquiries/requests at the post office about price.	Express/inquire about needs/wants: How much is a post card? Do you have aerograms? I need to send this first class.	English for Adult Competency 1, p. 149 Get Ready, Go, Home Free, p. 158, 161 Lifelines 1, unit 16 New Oxford Picture Dictionary, p. 46 Basic Oxford Picture Dictionary, p. 71	Money: ask price Structures: simple present how much yes/no questions
9. Address an envelope.		envelopes	Getting Started: forms

CAI/AV: English Express Speech Master/Language Builder: Fruits, Vegetables, Supermarket, Fast food, Men's/Women's Accessories, Clothing. Invest: Survival signs: Walker 2.5, Commercial II 18-21; 3.0 Restaurant 22-24; Grocery 1: 25-26. Grocery 2, 27-28.

HEALTH LEVEL 150

Developmental Reading: See end of level for objectives. English for Adult Competency 1, p. 67; Real Life English 1, p. 90; Personal Stories 2, p. 8-11; Picture Stories, unit 4

Developmental Writing: See end of level for objectives. Personal Stories 2, p. 8-11; Picture Stories, unit 4

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify body parts.	Report info: objects: It's his stomach. They're her elbows. That's his foot.	New Oxford Picture Dictionary, p. 4-5 Basic Vocabulary Builder, #9 Practical Vocabulary Builder, #16 Real Life English 1, p. 89, 97 English for Adult Competency 1, p. 44-45	Structures: simple present possessive adjectives subject pronouns demonstratives
2. Given visuals of common illnesses and injuries, ask and answer questions about illness or injury.	Express/inquire about condition: What's the matter? I have a backache. My baby has a rash. My ankle hurts.	New Oxford Picture Dictionary, p. 40-41 Lifelines 1, p. 54-55 Real Life English 1, p. 93-94	Structures: simple present possessive adjective
3. Inquire about someone's health and express sympathy.	Express/inquire about pain: What's wrong? What's the matter? I'm sorry to hear that. I hope you feel better.	English for Adult Competency 1, p. 46-47 Expressways: Foundations, p. 50	Work: call in sick Structures: wh-questions
4. Given visuals of minor medical problems, ask for and give advice.	Advise/instruct someone to do something: What is good for the flu? You should call a doctor. Drink tea with lemon.	Lifelines 1, unit 15 Expressways: Foundations, p. 51 Survival English 2, unit 3	Structures: should imperatives Cross-culture: home remedies, sharing drugs

HEALTH LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Respond to common instructions from a nurse or doctor, eg. lie on your back, roll up your sleeve, open your mouth, take 2 Tylenol.	Make/respond to request: clarification: Please repeat. Please show me. Respond to instructions: Roll up your sleeve. Open your mouth.	Expressways: Foundations, p. 54 Expressways: Foundations Wkbk A, p. 54 English for Adult Competency 1, p. 57 Survival English 2, unit 3 Longman ESL Literacy, p. 151 (visuals) Picture Stories, unit 4 Real Life English 1 Workbook, p. 44	Getting Started: instructions Work: instructions Telephone: instructions Structures: Imperatives Cross-culture: when to see a doctor, types of doctors.
6. Fill out a simplified health form.		English for Adult Competency 1, p. 55-56 Expressways: Foundations Wkbk, p. 53 Survival English 2, p. 84-85 simplified health forms	Getting Started: forms Work: forms Housing: forms
7. Given visuals of an emergency situation, simulate a call to 911 and request assistance, stating the nature of the emergency, and giving your name, address, and telephone number.	Request assistance: Help! I need the police! My husband is choking. Fire! There's a fire at .... My name is .... My address is ... There is a robbery.	Practical Vocabulary Builder: #16 New Oxford Picture Dictionary, p. 40-41 English for Adult Competency 1, p. 65-66 Expressways: Foundations, p. 57 A Conversation Book 1, p. 128-129 Arlington Survival Videos: 911 Teletrainer	Getting Started: personal id Telephone Structures: Present continuous There is Cross-culture: when (not) to use emergency systems, such as 911

CAI/AV: English Express Language Builder and Speech Master: The Doctor, The Dentist; Practical Vocabulary Builder cards: 3 (Dr./Hospital), 16 (Body parts), 31 (Emergencies); Quick Talk: Body and Health

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 150

Reading and Writing Development: See end of level for objectives. See resources below.

Needs Assessment: Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays and/or special occasions that they would like to cover.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. Identify name of holiday and/or special occasion.	Report info: descriptive: There is no class on Thanksgiving.	Structures: Simple present
2. State reason for the celebration.	Report info: descriptive: On Thanksgiving, we give thanks for food.	Structures: Simple present
3. Identify major historical facts relevant to the holiday and/or special occasion.	Report info: descriptive: The Pilgrims came in 1620.	Structures: Simple past
4. Describe how the holiday and/or special occasion is celebrated.	Report info: descriptive: Many families eat turkey and pumpkin pie.	Structures: Simple present

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HOLIDAYS AND SPECIAL OCCASIONS LEVEL 150

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holidays in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Groundhog's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day Halloween	Columbus Day Election Day Veteran's Day Thanksgiving Day Christmas Other: Friday the 13th religious holidays Cross-culture: birthdays marriages births/deaths holidays in students' native countries	Let's Celebrate America ESL Teacher's Holiday Kit The Pizza Tastes Great Drawing Out Voices of Freedom 1 Field Trips: memorials, museums, National Archives, Capitol, Arlington Cemetery

CAI/AV: Basic Vocabulary Builder: teacher-made language master cards - holidays.

HOUSING LEVEL 150

DEVELOPMENTAL READING: See end of level for objectives. Stories to Tell Our Children, p. 24-27

DEVELOPMENTAL WRITING: See end of level for objectives. A Conversation Book, p. 46 (visual); Write about the people in your neighborhood.

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given a visual of a house, ask and answer questions about location of furniture and objects.	Seek/report info: location: The sofa is in the living room. Where is the newspaper? It's in the kitchen on the counter. There is a crib in the baby's room. There are 4 chairs in the dining room.	Side by Side 1, p. 8-10 Real-Life English 1, p. 75-77 New Oxford Picture Dictionary, p. 27-35 Basic Oxford Picture Dictionary, p. 22-31 Find Out, p. 23-26 Expressways: Foundations, p. 33 Oxford Picture Dictionary Posters	Consumerism: location Transportation: location Structures: Simple present Prepositions of place There is/there are Wh-questions Cross-culture: compare housing to native country
2. Describe orally and in writing own house, including number of rooms, type of housing, and location.	Report info: location: I'm living in an apartment. It has 2 bathrooms. I live in South Arlington. There is a garage. There are 2 bedrooms.	New Oxford Picture Dictionary, p. 38 Basic Oxford Picture Dictionary, p. 22-13 Real-Life English 1, p. 75-77 Student drawings	Structures: Simple present Present continuous Subject pronouns Singular/plural There is/there are Cross-culture: owning vs renting

HOUSING LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Inquire about an apartment for rent.	Seek/report info: descriptive, price: How many bedrooms does it have? Is there a laundry room? How much is the rent? How much is the deposit? Make/respond to request: clarification: Please repeat that.	Expressways: Foundations, p. 30-33 Expressways: Foundations Wkbk A, p. 27-29 Real-Life English 1, p. 78 From the Start, unit 9 (T) English for Adult Competency 1, 89-100	Money/Banking: prices Consumerism: prices Structures: present tense there is/are singular/plural wh-questions Cross-culture: finding an apartment in native country
4. Fill out a simplified housing application.		Invest in Writing: Book 5, p. 59 English for Adult Competency 1, p. 112	Getting Started: form Health: form Work: application

CAI/AV: House 2 - IVD; English Express Speech Master/Language Builder: Housing, living room, dining room, laundry room, garden, bathroom, bedroom.

MONEY/BANKING LEVEL 150

Developmental Reading: See end of level for objectives. The Pizza Tastes Great, p. 86-88

Developmental Writing: See end of level for objectives. Drawing Out, p. 95; Look Again Pictures, # 13, 14

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given amounts up to $100.00, ask for price and produce requested amounts.	Seek/report info: price: How much is this? How much are these? That comes to $65.97 $65.97, please. Make/respond to request: clarification: Excuse me. How much? Please repeat. $67.97.	Expressways: Foundations, p. 133 Expressways: Foundations Wkbk B, p. 33-34	Consumerism: prices Housing: price for rent Structures: Singular/plural Demonstrative Wh-question: how much
2. Given price tags up to $100.00, produce the correct amount.		Stepping Out, p. 7-12 Survival English 1, p. 164 Price tags from various stores	Consumerism
3. Given incorrect change, indicate that there has been an error.	Express complaint: I think there is a mistake. Express needs: I need 50 cents more.	Student-generated dialogues	Structures: Simple present

MONEY/BANKING LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given visuals, identify people and items in a bank.	Report info: others/objects: She's the bank teller. That is a deposit slip. This is a safe deposit box.	Practical Vocabulary Builder, #2 Basic Oxford Picture Dictionary, p. 70	Structures: Simple present Demonstratives Cross-culture: how people save money
5. Given a bill, write a check.		Lifeskills 1, p. 15 Real-Life English 1, p. 71 Expressways: Foundations Wkbk B, p. 46-47 Survival English 1, p. 229-230 Book of Forms, p. 17-18 (visuals) Bills brought in by students.	Cross-culture: methods of paying bills
6. Fill out a bank deposit slip.		Expressways: Foundations Wkbk, p. 45 Book of Forms, p. 16 (visuals) Deposit slips from local banks.	
7. Request service at a bank (to cash a check, purchase a money order)	Express/inquire about needs/wants: I want to cash this check, please. I'd like it in 20's. I need a money order for $190, please. How much is a money order?	Lifelines 1, unit 6 Survival English 1, p. 227-228	Consumerism: requests Structures: Simple present I'd (would) Wh questions: How much Cross-culture: showing identification

CAI/AV: English Express Speech Master/Language Builder: Money and Banking

TELEPHONE/COMMUNICATION LEVEL 150

Developmental Reading: See end of level for descriptions. Picture Stories, unit 2

Developmental Writing: See end of level for descriptions. Picture Stories, unit 2

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given oral communication, write phone numbers.		Practice With Your Partner, phone cards From the Start, unit 5 (T)	
2. Given a phone call to friend/school/work, ask for a specific person/respond to request.	Seek/report info: self/others: Who's calling, please? This is... Express needs: Hello. Can I please speak to ...? Hold on, please. Make/respond to request: clarification: Could you repeat your name, please?	Real Life English 1, p. 81-82 Lifelines 1 (2nd ed.), p.78-79 Student-generated dialogues Teletrainer	Getting Started: PID Work: call in sick Housing: inquiries Structures: Can/could Imperatives Cross-culture: how phones are answered
3. Take and leave simple phone messages, including name and phone number.	Report info: self: This is... My phone number is ... Ask someone to do something: Please ask ... to call ... at ... OK. Goodbye. Make/respond to request: clarification: Could you spell your name, please? Could you repeat, please?	English for Adult Competency 1, p. 20-21 Real Life English 1, p. 81-82 Student-generated dialogues Teletrainer Message pads	Work: call in sick Housing: inquiries Structures: Could Imperatives Simple Present

TELEPHONE/COMMUNICATION LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Locate names and telephone numbers in simplified, alphabetized listing.		Lifelines 1 (2nd ed.); p. 81	
5. Give and follow instructions for using a pay phone.	Instruct/respond to instructions: Pick up the receiver. Put 25 cents here. Make/respond to request: clarification: Could you repeat that, please?	First Words, p. 23-24 (visuals) Expressways: Foundations, p. 118-119	Work: Instructions Transportation: Instructions Structures: Imperatives Could
CAI/AV: Teacher-made Language Master cards: numbers, personal ID, emergencies.			

TIME AND WEATHER LEVEL 150

Developmental Reading: See end of level for objectives. Personal Stories 2, Weekend units

Developmental Writing: See end of level for objectives. Drawing Out, p. 29; Survival English 2, p. 138-140

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals of digital and analog clock, ask and answer questions.	Seek/report info: time: What time is it? It's quarter past 12.	Real-Life English 1, p. 44-45 Time Quizmo Game	Work: hours Transportation: bus/metro Structures: Simple present Wh-questions
2. Given visuals of analog clocks, write times.		Lifeskills 1, p. 25 Real-Life English 1, p. 43	
3. Given dictation, write times.		Teacher-generated dictation	
4. Read and write abbreviated dates.		English for Adult Competency 1, p. 53 Here to Stay in the USA, p. 30	Getting Started: forms Health: forms Work: schedules
5. Ask and answer questions about daily routines.	Seek/report info: chronological What time do you go to work? When are you free? I'm free at 2:00. When do you arrive at work?	Small Talk, p. 76 #2, p. 77 #3 Real-Life English 1, p. 44-47 It's Time to Talk, p. 10	Work: hours Transportation: bus/metro Structures: Prepositions: time/place Wh-questions: what, when Cross-culture: being punctual

TIME AND WEATHER LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
6. Given visuals, ask and answer questions about the weather and seasons.	Seek/report info: descriptive: How's the weather? It's raining. It's very hot and humid today. How is the weather in winter?	Real-Life English 1, p. 39-41 New Oxford Picture Dictionary, p. 25-26 A Conversation Book 1, p. 61, 62, 64 (visuals) It's Time to Talk, p. 88	Getting Started: seasonal emergencies Structures: Present tense Be + adjective Present continuous Cross-culture: weather in native country
7. Interpret information from a weather report or map.	Report info: condition: It's going to rain all day. It's going to be hot this weekend.	Real-Life English 1, p. 42 Weather maps - USA Today	Getting started: maps Structures: Future - going to

CAI/AV: English Express Speech Master/Language Builder: Weather and Seasons, Time; Invest: Time; Clockworks.

TRANSPORTATION LEVEL 150

Developmental Reading: See end of level for objectives. Stories to Tell Our Children, p. 66-69; Side by Side 1, p. 111

Developmental Writing: See end of level for objectives. Drawing Out, p. 69

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify means of transportation.	Report info: objects: Car, bus, taxi, train, airplane	New Oxford Picture Dictionary, p. 54-55 Basic Oxford Picture Dictionary, p.76 Real Life English 1, p. 111, 113 Oxford Picture Dictionary Posters	
2. Ask and answer questions about means of transportation for school, work, shopping, etc.	Seek/report info: self/others: How do you go to work? I take the bus.	Real-Life English 1, p. 111-113 Survival English 2, p. 164-165	Time/weather: daily routine Structures: Simple present Wh-Questions: how Cross-culture: mode of transportation in native country
3. Ask and answer questions for bus and/or metro schedule and location.	Seek/report info: location, direction, price Where is the bus stop? It's on Wilson Boulevard. Where does this bus go? When does the bus come? Do I need a transfer? How much does it cost? Make/respond to request: clarification: Excuse me. Please repeat that.	Lifelines 1, units 7, 8 Expressways: Foundations, p. 20-21 Expressways: Foundations Wkbk A, p. 18-19	Consumerism: locate items Structures: wh-questions simple present yes/no

TRANSPORTATION LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Request metrobus pass.	Express need: I'd like a $20.00 bus pass.	Student generated dialogues (Metro bus passes can be purchased at local Safeway and Giant stores at the manager's office).	Structures: Would like
5. Ask for and give simple directions (e.g. metro, stores, post office, school, seven-eleven).	Seek/report info: directions: The metro is on the corner. Is there a post office near here? Where is Wilson School? Make/respond to request: clarification: Excuse me. Please repeat that.	Small Talk, p. 61 Lifelines 1, unit 8 Real-Life English 1, p. 117-118 Expressways: Foundations, p. 23 Expressways: Foundations Wkbk A, p. 19	Housing: locate items Consumerism: locate items Structures: prepositions of place there is/are yes/no questions wh-questions
6. Given a simplified map, identify vicinity of home, work, school, parks, etc.		Living in Arlington local maps	Getting Started: maps
7. Given visuals, identify common traffic signs.		English for Adult Competency 1, p. 76-77 Field trip around the school	Work: signs Cross-culture: signs used in native country

CAI/AV: English Express Speech Master/Language Builder: Cars, Taxi, The Car; Invest Survival Skills 2.5 Public Transportation 1; Wordbanks 14-15; Practical Vocabulary Builder, teacher made language master cards: mass transportation, airport; Car.

WORKING IN THE USA LEVEL 150

Developmental Reading: See end of level for objectives. Let's Work Safely, p. 4-10; Personal Stories 2 - units on jobs. Stories to Tell Our Children, p. 49-50

Developmental Writing: See end of level for objectives. Picture Stories, unit 6. Stories to Tell Our Children, p. 51

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals identify job titles, places of work, tasks and tools.	Seek/report info: self/others: Where does he work? He's an accountant. She drives a truck. He uses a hammer.	English for Adult Competency 1, p. 124-125 Real-Life English 1, p. 99-101 Basic Oxford Dictionary, p. 82-91 New Oxford English Dictionary, p. 84-86 Basic Vocabulary Builder, #23, 28	Structures: Simple present Wh-questions
2. Describe occupation in native country, including length of employment.	Report info: chronological, self: I was a mechanic in my country. I worked for 2 years. I was a student.	Real-Life English 1, p. 103 work timelines information grids	Getting Started: timeline Structures: Simple past
3. Fill out simplified application, including former occupation and length of employment.		Here to Stay in the USA, p. 84 English for Adult Competency 1, p. 137 Working in English 1, p. 147 Survival English 2, p. 212, 216-217	Getting Started: forms Health: forms Housing: rental application Time & Weather: write dates Cross-culture: finding jobs
4. Ask questions about hours and duties of job.	Seek info: self: What are my hours? What are the job duties?	Working in English 1, units 5 and 7	Time/Weather: routines Transportation: schedules Structures: wh-questions
5. State future job goals.	Express intentions: I want to ...	Survival English 2, p. 150-153 Timelines (See needs assessment appendix)	Getting Started: future goals

WORKING IN THE USA LEVEL 150

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
6. Follow two-step instructions to complete a job task.	Request clarification: Excuse me? Please show me. I don't understand.	Working in English 1, unit 9 Expressways: Foundations, p. 74, 172-173	Health: follow instructions Telephone: follow instructions Structures: Imperatives Cross-culture: ways of asking for clarification
7. Given workplace and safety signs, demonstrate meaning.		Let's Work Safely, various chapters Working in English 1, unit 13 Speaking Up at Work, p. 73-74	Transportation: signs
8. Call in sick.	Express info: condition: I can't come to work today. I'm sorry. I'm still sick. My daughter is sick.	Working in English 1, unit 8 teletrainer	Getting Started: ID self, greet/take leave Health: illnesses Structures: Simple present Negatives: can't Cross-culture: acceptable reasons for absences on job, school, etc. in US and native country

CAI/AV: English Express Speech Master/Language Builder: Occupations I and II; Practical Vocabulary Builder: cards - Occupations; Invest: Survival Skills 1.5 Information signs I, Wordbanks 6-7; Information signs II - Wordbanks 8-9.

WRITING DEVELOPMENT - 150

Writing development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Writing Development).

LEVEL OBJECTIVE: To write a series of simple sentences.

VARIABLES:
- given a model
- personal experiences
- level appropriate

The goal for writing development for level 150 is to reach level 250 (see entry level descriptions). However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and reading level as well as achievement of competencies for the level. See entry level descriptions for levels 150, 200, and 250.

EVALUATION CRITERIA:
- conveys ideas to readers
- logical sentence order (chronological)
- correct capitalization and punctuation

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual topic units for suggested integration with topics.
Brainstorm using visuals or experiences Order sentences chronologically Use basic paragraph format Use and edit for basic capitalization Use and edit for basic end punctuation, apostrophes in contractions, commas in addresses and dates Edit for basic grammar: suffixes (-s, -ing) subject pronouns possessive adjectives	Personal Stories 2 Picture Stories Look Again Pictures Drawing Out Write On Cue (used with English for a Changing World Cue Book 1) Voices of Freedom 1 ESL Teacher's Holiday Kit Survival English 2 Language experience stories Field trips and follow-up writing

READING DEVELOPMENT - 150

Reading development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Writing Development).

LEVEL OBJECTIVE: To read simplified narratives

VARIABLES:
- familiar topics
- with pre-reading assistance
- familiar vocabulary
- short texts
- level appropriate

The goal for reading development for level 150 is to reach level 250 (see entry level descriptions). However, some students will need more than one cycle of instruction to achieve this goal. For them, retention in 150 or promotion to level 200 may be appropriate, depending also on their listening, speaking, and writing level as well as their achievement of the competencies for the level. See entry level descriptions for levels 150, 200, and 250 in appendices.

EVALUATION CRITERIA:
- Answer factual questions (true/false, fill-in, wh-)
- Complete cloze of the text
- Identify sequence of narrative

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

READING SKILLS DEVELOPMENT	**RESOURCES**
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
READING: Make predictions using visuals and titles Use pronunciation cues to assist in comprehension Use pictures and context to deduce meaning Identify sequence of narrative Scan to locate information in text VOCABULARY: Use phonics to decode words: consonants, vowels, blends, clusters, silent letters Categorize vocabulary (match new words with antonyms) Identify suffixes (-s, -ed, -ing)	Sounds Easy Initial Clusters Personal Stories 1 Personal Stories 2 Pizza Tastes Great Voices of Freedom 1 Looking at the USA Working Experience 1 Stories to Tell Our Children Side by Side 1

STRUCTURES-150		
STRUCTURE	**UNIT**	**RESOURCES**
ADJECTIVES/PRONOUNS:		
adjective + noun	Consumerism	Side by Side 1; unit 8 (***see also video***)
demonstrative (that, this)	Consumerism, Getting Started, Health, Money/Banking	Side by Side 1; unit 8 (***see also video***) Side by Side 1 Activity Workbook; p. 55, 56
indefinite (some, any)	Consumerism	Lifeskills 1; p. 64 Grammarwork 2; p. 8
possessive adjective	Getting Started, Health	Lifeskills 1; p. 8-9 Side by Side 1; unit 4 (***see also video***)
subject	Consumerism, Getting Started, Housing, Time/Weather	Side by Side 1; unit 2 (***see also video***) Side by Side 1 Activity Workbook; p. 5-6
MODAL VERBS:		
can/could	Consumerism, Telephone, Working in the USA	
may	Consumerism	Grammarwork 2; p. 64
should	Health	
would like (noun, to)	Consumerism, Health, Money/Banking	Grammarwork 2; p. 67, 69
NOUNS:		
count/noncount	Consumerism	Side by Side 2; unit 2 (***see also video***)
singular/plural	Consumerism, Housing, Money/Banking	Side by Side 1; unit 8, p. 56 (***see also video***) Side by Side 1 Activity Workbook; p. 51
PREPOSITIONS:		
place	Community, Consumerism, Getting Started, Housing, Telephone, Transportation	Grammarwork 1; p. 81 Lifeskills 1; p. 29 Side by Side 1; units 6, 7 (***see also video***) Side by Side 1 Activity Workbook; p. 40-41
time	Getting Started, Telephone, Time/Weather, Transportation	Grammarwork 1; p. 61 Grammarwork 2; p. 7
THERE IS/ THERE ARE:	Health, Housing, Telephone, Transportation	Grammarwork 1; p. 35-37 Side by Side 1; unit 7 (***see also video***) Side by Side 1 Activity Workbook; p. 42, 45

STRUCTURES-150

STRUCTURE	UNIT	RESOURCES
VERBS:		
future	Getting Started, Time/Weather	Side by Side 1 Activity Workbook; p. 99, 101, 102 F, 103
imperative	Getting Started, Health, Telephone, Working in the USA	Grammarwork 1; p. 79
negatives	Consumerism, Getting Started, Work	Side by Side 1 Activity Workbook; p. 71
present continuous	Consumerism, Health, Housing, Time/Weather, Working in the USA	Grammarwork 1; p. 44-47 Lifeskills 1; p. 19
simple past	Getting Started, Health, Holidays/Special Occasions, Telephone, Working in the USA	Lifeskills 1; p. 12-13
simple present	All Units	Grammarwork 1; p. 17, 63 Side by Side 1 Activity Workbook; p. 47
QUESTIONS:		
wh	All Units	Grammarwork 1; p. 6, 7, 27 Lifeskills 1; p. 37 Side by Side 1 Activity Workbook; p. 61, 101
yes/no	Consumerism, Health, Housing, Transportation	Grammarwork 1; p. 17, 63 Side by Side 1 Activity Workbook; p. 47

LEVEL 200

ENTRY LEVEL DESCRIPTIONS: 200

200 (High Beginning Oral/Beginning Literacy): Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

SPEAKING	LISTENING	READING	WRITING
Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversation in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).	May have difficulty alphabetizing. Interprets sentences using vocabulary and structures previously learned orally. May need assistance. Interprets isolated words and simple phrases in familiar contexts (e.g. traffic signs, personal identification forms). Given prereading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary. May have some misinterpretations. Can answer simple factual questions (e.g. yes/no) and some wh-questions, but has difficulty consulting text to locate information. Can identify sequence of simple narrative. Uses bilingual dictionary but may have difficulty locating correct entries.	Can write the letters of the alphabet and numbers 1-100 independently. Copies materials that are personally meaningful. May need assistance. Completes simplified forms which require personal information. May need assistance. Writes simple sentences. May need assistance. Given a model, may be able to write a series of simple sentences. May have unrelated sentences. May attempt to elaborate. May need assistance. Has a little control of very basic grammar.

REEP ESL PROGRESS REPORT: LEVEL 200

Marking System:
+ = Achieved competency/function
√ = More practice needed
A = Absent
NC = Not covered

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Getting Started:
___ 1. Ask/answer questions: self
___ 2. Complete personal data form
___ 3. Introduce self/others
___ 4. Identify family relations
___ 5. Identify reasons for coming to U.S.A.
___ 6. Identify relevant points on map
___ 7. Identify school rules
___ 8. Respond to emergency procedures
___ 9. Write about self
___ 10. ______________________________

Community Services:
___ 1. Identify local community facilities
___ 2. Inquire: post office services
___ 3. Complete postal form
___ 4. Inquire: library service
___ 5. Complete library application
___ 6. ______________________________

Consumerism:
___ 1. Ask/answer questions: prices
___ 2. Ask/answer questions: labels
___ 3. Exchange/return merchandise
___ 4. Identify error in change/request correction
___ 5. Express/inquire: likes/dislikes
___ 6. Order from menu
___ 7. Give/follow oral directions: recipes
___ 8. ______________________________

Health:
___ 1. Identify illnesses/injuries
___ 2. Make an appointment by phone
___ 3. Fill out medical form
___ 4. Inquire: health care
___ 5. Write memo explaining absence
___ 6. ______________________________

Holidays and Special Occasions:
Holiday:______________________________
___ 1. State importance of holiday/special occasion
___ 2. Describe when/how celebrated
___ 3. Identify historical facts
___ 4. Describe holidays in native country
___ 5. ______________________________

Housing:
___ 1. Interpret abbreviations
___ 2. Ask/answer questions: apartments
___ 3. State problems
___ 4. Call to request repairs
___ 5. ______________________________

Money/Banking:
___ 1. Identify common banking terms
___ 2. Request services at a bank
___ 3. Complete bank forms
___ 4. Complete money order
___ 5. Write check/fill in checkbook register
___ 6. ______________________________

Telephone/Communication:
___ 1. Write phone numbers
___ 2. Leave message
___ 3. Take message
___ 4. Request/respond to request: clarification
___ 5. Respond to wrong number
___ 6. Extend invitation
___ 7. Call 911
___ 8. Give/follow instructions: pay phone bill
___ 9. ______________________________

Transportation:
___ 1. Explain traffic signs
___ 2. Explain traffic rules
___ 3. Identify modes of transportation
___ 4. Ask for/state car parts
___ 5. Describe car problems
___ 6. Ask for/give directions
___ 7. ______________________________

Working in the U.S.A.:
___ 1. Identify sources for jobs
___ 2. Ask/answer questions about jobs: interview
___ 3. Fill out application
___ 4. State future job goals
___ 5. Give/follow oral instructions
___ 6. Ask/answer requests for clarification
___ 7. Request/respond to requests for assistance
___ 8. Call in to report lateness/absence
___ 9. ______________________________

Writing Level Objective:
___ Write a series of simple sentences

Reading Level Objective:
___ Read simplified narratives

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	PROGRESS
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________

Retained (level)____________ Promoted (level) ____________ Withdrew______

INDEX OF FUNCTIONS: LEVEL 200

	Get Start	Comm	Cons	Health	Holi	House	Money	Tele	Trans	Work
Seek & Report Information										
Capability										
Cause/effect	•									•
Description (color, size, condition, etc.)			•		•	•		•	•	
Location/direction				•					•	•
Objects/signs/symbols						•	•		•	
Quantity/price		•	•			•				
Self/others	•			•	•	•	•	•	•	•
Time/chronological information		•								
Make/Respond to Requests for Clarification						•		•		•
Express & Inquire about Opinions, Attitudes										
Likes/preference/satisfaction/compliments			•							
Needs/wants/intentions		•	•	•			•	•		•
Regrets/apologies/sympathy				•				•		•
Gratitude/surprise										
Complaints										
Opinions										
Express/inquire about conditions (health, pain, worry, mood)				•				•		•

	INDEX OF FUNCTIONS: LEVEL 200									
	Get Start	Comm	Cons	Health	Holi	House	Money	Tele	Trans	Work
Make & Respond to Directives:										
Advise, ask; and instruct s.o. to do sth/seek advice	•		•	•		•		•	•	•
Respond to instructions/directives	•		•					•		•
Request assistance								•		•
Give/seek permission										
Give/respond to correction/warning			•							
Make/respond to invitations								•		

RESOURCES: LEVEL 200

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXT

44+ Ways to Use Answering Machines
Basic Oxford Picture Dictionary
Card Book
Conversation Book 1
Drawing Out
Easy True Stories
English for Adult Competency 1
ESL Holiday Teacher's Activity Kit
Expressways: Foundations
Expressways: Foundations, Wkbks A & B
Get Ready, Go, Home Free!
Grammarwork 1 & 2
Here to Stay in the USA
Invest in Writing: 1 & 3
Invest: Using a Checking Account
It's Time to Talk
Jazz Chants (T)
Learning to Listen (T)
Let's Celebrate America
Lifelines 2
Lifeskills 1 & 2
Look Again Pictures
Look at The U.S.A.: Literacy
More Picture Stories
Moving On (T)
New Beginning
New Oxford Picture Dictionary
New Oxford Picture Dictionary listening & Speaking Activity Book
Personal Stories 3
Picture Stories
Picture's Worth 1000 Words
Pizza Tastes Great
Practice With Your Partner
Purple Cows and Potato Chips
Real Life English 2
Real Life English 2 Grammar
Real Life English 2 Workbook
Side by Side 1
Side by Side 1 Activity Workbook
Side by Side 2
Side by Side 2 Activity Workbook
Skill Sharpeners 1
Small Talk (T)
Stepping Out
Voices of Freedom 1
Working Experience 1
Working in English 2
You and Your Child's Teacher

CAI/AV/VIDEOS

Basic Vocabulary Builder (Software)
English Express
Invest
IVD 1
IVD House 2
PC USA
PC Globe
Quick Talk
Self 1 & 2

VIDEOS

Arlington Survival Video: Banking
Side by Side

(T) = Tape available

GETTING STARTED-200

COURSE NEEDS ASSESSMENT: See needs assessment tool chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to cover.

Developmental Reading: See end of level for objectives. Personal Stories 3, p. 1-28; Easy True Stories, Units 4, 5, 7, 16, 18

Developmental Writing: See end of level for objectives. Personal Stories 3, p. 1-28, self-generated timelines; Drawing Out, p. 72; Easy True Stories, See above.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age number of children, marital status, and place of work)	Seek/report info: self/others What's your name? My name is _______. Where are you from? I'm from ______. Where do you work? I work at___.	Here to Stay in the USA, unit 1 Small Talk, p. 7-9 Expressways: Foundations, p. 2, 4-7 Real Life English 2, Ch. 1 Jazz Chants, p. 23, 45	Health: Personal ID Work: interviews Telephone: 911 Structures: Wh questions Possessive pronouns Simple present Cross-culture: taboo questions, eg. age
2. Complete simplified personal identification form (information in obj. 1 as well as sex, social security number, how long at current job, and signature.)		Stepping Out, activity 5 Expressways: Foundations Wkbk A, p. 7 Real Life English 2, p. 11 Lifeskills 1, p. 10	Health: medical history Work: application Community: forms Banking: forms
3. Introduce self and others.	Report info: self/others: My name is Abdul. This is my brother Mohammed. Nice to meet you.	Expressways: Foundations, p. 3 Small Talk, p. 7	Work: interviews Structures: Demonstratives Possessive pronouns Cross-culture: use of first/last names and titles, handshaking
4. Identify family relations over 3 generations.	Report info: others: These are my sisters. My mother's father is my grandfather. My sister's son is my nephew.	Stepping Out, activity 4 A Picture's Worth 1000 Words, p. 81-82 Real Life English 2 Workbook, p. 3, 4 Student photos	Structures: Possessive pronouns Simple present Cross-culture: role of extended family

GETTING STARTED-200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Identify reasons for leaving country of origin and coming to the US.	Report info: cause/effect: I came to the US because _________. I left my country because _________.	Purple Cows and Potato Chips, p. 28-29 Easy True Stories, Unit 19	Holidays: Thanksgiving Structures: Simple past, Because
6. Identify relevant points on maps and globes (native country, US, Virginia, Arlington).		maps, globe	Holidays: Thanksgiving, Flag Day
7. Identify school rules and policies (see sample language and school brochure).	Advise/instruct someone to do something: No smoking. No double parking. You should come to class on time. You can't bring your children to class.	school brochures student-generated rules and policies	Structures: Imperatives Negatives Should, can Cross-culture: school rules in other countries
8. Respond to seasonal emergency procedures: fire drills, tornado drills	Respond to instructions: Exit the building immediately. Don't run or talk. You should put your head down. Turn left and walk down the steps.	school emergency procedures	Structures: Imperatives Negatives Should Cross-culture: seasonal emergencies in other countries
9. Write a timeline, including past and present events as well as future goals.	Report info: self: I will/want to ______ in the future. I worked as a _____ in my country. I came to the US in _____.	timelines (see needs assessment appendix)	Work: future goals Structures: Simple present Simple past Future Want to

CAI/AV: PC Globe; PC USA; English Express Language Builder: Getting Started 200

COMMUNITY SERVICES LEVEL 200

Developmental Reading: See end of level for objectives. Get Ready, Go, Home Free!, p. 157; The Pizza Tastes Great, p. 113-115

Developmental Writing: See end of level for objectives. Real Life English 2 Workbook, p. 7-8

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify local community services/facilities.	Express/inquire about needs/wants: Where can I buy stamps? Where can I cash a check? I need.... Express intentions: I'm going to the bank.	Real Life English 1, Unit 2 A Conversation Book 1, p. 92 Arlington County Mini-directory Field trip to the Arlington County Courthouse/Information Center	Health: inquires Consumerism: shopping Structures: Simple present Wh-questions Can Future Cross-culture: community facilities/services in native country
2. Inquire about post office services and prices.	Seek info: price How much does it cost to send this airmail/priority mail? Can I buy a money order here? Express needs/wants: I want to insure this package. I need to send a registered letter to El Salvador.	Moving On, unit 2 (T) It's Time to Talk, p. 91 Expressways: Foundations, p. 68-69 Expressways: Foundations Wkbk A, p. 62-63 Get Ready, Go, Home Free!, unit 8 English for Adult Competency 1, p. 149-155 Post office brochures Field trip to the post office	Consumerism: ask price Structures: Questions: wh & yes/no

COMMUNITY SERVICES LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Complete various post office forms (e.g. change of address, envelopes, certified mail, etc.).		Invest in Writing 1, p 49-54 Invest in Writing 3, p. 69-72 Get Ready, Go, Home Free!, unit 8 Real Life English 2 Workbook, p. 9 English for Adult Competency 1, p. 152-154 Post office forms	Getting Started: ID form Banking: banking forms Health: medical history form Work: application
4. Inquire about library services.	Seek info: time How long can I keep this book? Where can I return it? When are you open? Express needs: May I have a library card application?	Library fliers Field trip to library	Structures: Questions: wh & yes/no May/can
5. Complete library card application form.		Invest in Writing 1, p. 55-60 Library card application forms	Getting Started: ID form Banking: forms Health: medical history form Work: application
CAI/AV: English Express Language Builder, Community 200; English Express Speech Master, the post office			

CONSUMERISM-LEVEL 200

DEVELOPMENTAL READING: See end of level for objectives. Picture Stories, unit 3; Get Ready, Go, Home Free!, p. 9-12; The Pizza Tastes Great, p. 86-88

DEVELOPMENTAL WRITING: See end of level for objectives. Picture Stories, unit 3; Invest in Writing 1, p. 2-3, 22

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given clothing/food ads or visuals, ask and answer questions about prices.	Seek/report info: price: How much is the milk? It's $2.39 for a gallon. Are these shoes on sale? Yes, they're 25% off.	Lifelines 2, unit 9 (food) Moving On, unit 3 (food) (T) Picture Stories, unit 3 (food) Expressways: Foundations, p. 66 (clothing) Learning to Listen, unit 14 (clothing)	Structures: Count/non-count nouns Singular/plural nouns Demonstratives Questions: wh & yes/no Cross-culture: where people shop, who shops, bargaining
2. Given common food and clothing labels, ask and answer questions.	Seek/report info: descriptive: Can I wash this dress? Wash it in cold water. Does this food need to be in the refrigerator? Yes, it does.	Real Life English 2, p. 71 (clothing) Real Life English 2 Wkbk, p. 35 (food) Get Ready, Go, Home Free!, p. 115-116 (clothing)	Structures: Can Imperatives Yes/no questions Short answers
3. In store simulation, exchange/return merchandise.	Seek/report info: descriptive: Can I exchange this for a different size? What's the matter? Express need: This milk is spoiled. I'd like another carton.	Look Again Pictures, unit 4 (clothing) Get Ready, Go, Home Free!, p. 20 (food) Lifelines 2, units 11-12 (clothing) Expressways: Foundations, p. 67 (clothing) Expressways: Foundations Workbook A, p. 61 (clothing)	Housing: state problems Transportation: car problems Structures: Would like, can Demonstratives Cross-culture: return policy in native country
4. Given incorrect change, request correct amount.	Give/respond to correction: Excuse me, I gave you $20.00. My change should be $15.50.	Here to Stay in the USA, p. 65 (c, f) Get Ready, Go, Home Free!, p. 106 (f, c)	Structures: Should

CONSUMERISM-LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Express/inquire about likes/dislikes or needs/wants.	Express/inquire about likes/dislikes or needs/wants: Do you like this ______? Yes, I do. Do we have any ________? No, we need to get ______ at the store.	Stepping Out, activity 9 (c) The Card Book, food cards, p. 15-19, 27 Drawing Out, p. 23 (f) Get Ready, Go, Home Free!, p. 2-4, (f) Expressways: Foundations, p. 130-131 (f) Learning to Listen, p. 62(f) Small Talk, unit 6 (f, c) Look Again Pictures, unit 3 (c)	Structures: Yes/no questions Demonstratives Cross-culture: traditional foods, taboo foods
6. Given specified amount of money, order food from a restaurant.	Express needs/wants: I'd like a small coke, a salad and a tuna sandwich please.	Get Ready, Go, Home Free!, unit 7 Stepping Out, activity 19 Lifelines 2, unit 10 Expressways: Foundations, p. 134-135 Expressways: Foundations Wkbk B, p. 35-37 Learning to Listen, p. 69 Real Life English 2, p. 60 Real Life English 2 Workbook, p. 29-30 Small Talk, unit 9	Structures: Would like Indefinite article Cross-culture: tipping (how, how much, when)
7. Give and follow simple oral directions for preparing food, e.g. fruit salad, pop corn, pudding, coffee, ice cream.	Instruct/respond to instructions: First, put the oil in the pan. Then, add onions.	Real Life English 2, unit 5 Real Life English 2 Workbook, p. 27-28	Working: follow directions Telephone: directions Transportation: directions Structures: sequence markers imperative singular/plural Cross-culture: traditional recipes

CAI/AV: English Express Language Builder: Consumer 200; English Express Speech Master: Supermarket, Fast Food, Money/Banking

HEALTH LEVEL 200

Developmental Reading: See end of level for objectives. Pizza Tastes Great, p. 32-34; Picture Stories, unit 4; Get Ready, Go, Home Free!, p. 78; Easy True Stories, Units 8, 17

Developmental Writing: See end of level for objectives. Picture Stories, unit 4

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify illnesses and injuries and suggest remedies.	Express: condition: I have the flu. She has a headache. I broke my arm. Give/ask for advice: What do you recommend? She should take aspirin.	Moving On, unit 9 (T) Expressways: Foundations, p. 50-51 Lifelines 2, unit 17-18 A Conversation Book 1, p. 125	Working: call in sick Telephone: 911 Structures: Simple present, past Should Cross-culture: what people do when sick
2. Make medical appointment (doctor, dentist) by phone, describing problem and giving personal identification.	Report info: self/others This is Mai Nguyen. Express: condition My son is sick. He has a terrible toothache. Express need: I need to make an appointment.	Real Life English 2 Workbook, p. 44, 47 Picture Stories, unit 4 Expressways: Foundations, p. 52	Telephone: 911 Structures: Simple present Possessive pronouns Cross-culture: when to see a doctor, places for medical help: clinic, private doctor

HEALTH LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Fill out simplified medical forms, including child immunization record.		Get Ready, Go, Home Free!, p. 31 Here to Stay in the USA, p. 108 Expressways: Foundations Wkbk A, p. 53 Lifeskills 2, p. 74 child immunization forms	Getting Started: ID form Working: job application Community: forms Banking: forms Cross-culture: required immunizations
4. Inquire about low/no cost health care and testing, including immunizations for children, AIDS testing, TB testing.	Seek/report info: location: Does Arlington have any low cost clinics? Where can I get immunizations for my child? You can go to the Fenwick Center.	Arlington Mini-directory local phone books local agency brochures (Arlington Free Clinic, Fenwick Center, AIDS Bureau))	Community: identify services Structures: Questions: wh 7 yes/no Can Cross-culture: cost of health care, required immunizations and testing
5. Write a memo to your child's teacher explaining absence.	Express apology: I'm sorry my daughter wasn't in school yesterday. Express condition: She was sick. She had the flu.	Moving On, p. 62 (T) Lifelines 2, p. 83 Working in English 2, p. 95 You and Your Child's Teacher, p. 16	Work: call in sick Structures: Simple past Possessive pronouns Cross-culture: acceptable reasons for absence

CAI/AV: English Express Speech Master, the doctor, the dentist; English Express Language Builder: health 200; Basic Vocabulary Builder, the doctor (computer and teacher-made language master cards; Quick Talk: the body, the body and health; Invest Hospital signs (books and computer)

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 200

Reading and Writing Development: See end of level for objectives. See resources below.

Needs Assessment: Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays and/or special occasions that they would like to cover.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. State importance of holiday/special occasion.	Report info: descriptive The 4th of July is Independence Day in the United States.	Structures: simple present
2. Describe how and when holiday/special occasion is celebrated.	Report info: descriptive: Children wear costumes and ask for candy. Halloween is October 31.	Structures: simple present
3. Identify historical figures and events important to holiday/special occasion.	Report info: descriptive: Christopher Columbus came to America.	Structures: simple past
4. Describe holidays/special occasions celebrated in native country.	Report info: descriptive, self: In my country, you wear a red dress when you get married.	Structures: general you simple present

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 200

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holidays in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Groundhog's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day Fourth of July Labor Day	Halloween Day Columbus Day Election Day Veteran's Day Thanksgiving Day Chrismas Other: Friday the 13th religious holidays Cross-Culture: birthdays marriages births/deaths holidays in students' native countries	ESL Holiday Teacher's Kit Look at the USA: Literacy Let's Celebrate America Voices of Freedom 1 A Conversation Book 1 Pizza Tastes Great Easy True Stories It's Time to Talk. p. 175 Field trip: memorials, museums, National Archives, The Capitol, Arlington Cemetery
CAI/AV: English Express Language Builder and Speech Master, Holidays		

HOUSING LEVEL 200

Developmental Reading: See end of level for objectives. Picture Stories, unit 9, 14; Side by Side 1, p. 58-59; Easy True Stories, Units 11, 13, 20

Developmental Writing: See end of level for objectives. Picture Stories, unit 9, 14; Easy True Stories, see above

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given simplified housing ad, interpret abbreviated messages.	Report info: symbols: Rm means room.	Lifelines 1, p. 61-64 English for Adult Competency 1, p. 83	
2. Given simplified housing ad, ask and answer questions about apartment.	Seek/report info: quantity, price: How many bedrooms does it have? It has 1 bathroom. How much is the rent? Is there a dishwasher? How many bathrooms are there? Make/respond to request: clarification: Excuse me. Please repeat that.	English for Adult Competency 1, p. 99-100 Side by Side 1, p. 52-56 Lifelines 1, unit 16-17 New Oxford Picture Dictionary, p. 27-35 Basic Oxford Picture Dictionary, p. 22-27 Oxford Picture Dictionary Posters	Structures: Simple present Wh-questions Yes/no questions There is/there are Cross-culture: acquiring housing, types of housing available in native country
3. Given visual of house/apartment in disrepair, state problems.	Report info: condition: There's no hot water. The toilet is leaking. The window is broken.	Moving On, unit 10 (T) Expressways: Foundations, p. 104 Expressways: Foundations Workbook B, p. 8 Basic Oxford Picture Dictionary, p. 32-33 English for Adult Competency 1, p. 94	Structures: There is/there are Present continuous Simple present

HOUSING LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given visual of house/apartment in disrepair, call to request repairs.	Report info: self: Hello, this is ________ in Apt. 71. Ask someone to do something: My toilet is leaking. Please come and fix it. Make/respond to request: clarification: Excuse me. Please repeat that.	Expressways: Foundations, p. 105 Expressways: Foundations Workbook B, p. 9 Lifelines 2, unit 14 Side by Side 2, p. 121-122 A Conversation Book 1, p. 91 Teletrainer	Telephone: messages Health: make appointment Structures: Possessive pronouns Demonstratives Imperative

CAI/AV: English Express Language Builder: housing 200; English Express Speech Master: housing, dining room, kitchen, kitchenware, bathroom, bedroom, nursery, backyard & garden; IVD House 2

MONEY/BANKING LEVEL 200

Developmental Reading: See end of level for objectives. The Pizza Tastes Great, p. 71-73; Invest: Using a Checking Account; Easy True Stories, Unit 9

Developmental Writing: See end of level for objectives. Invest: Using a Checking Account; Easy True Stories, Unit 9

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify common banking terms.	Seek/report info: signs/symbols: What does endorse mean? Endorse means sign the back of the check.	Small Talk, p. 50 Real Life English 2, unit 2, p. 14 Lifeskills 2 p. 12 Invest: Using a Checking Account, p. 11-15, 29, 69-70 Arlington Survival Videos: Banking	Structures: Wh-questions Simple present
2. Request services in a bank (cash a check, buy a money order,apply for checking and/or savings accounts, get deposit/withdrawal slips, etc..)	Express/inquire about needs: I'd like to open a checking account. I want to open a joint account. Could I have a money order for $125? I need more deposit slips. How much can I cash a check for? Is there a minimum balance? Report info: self: My address is... My social security number is...	Look Again Pictures, unit 14 Lifelines 2, unit 6 Lifeskills 2, p. 13, 17, 42 Real Life English Workbook 2, p. 10	Community: request service Structures: Wh-questions Yes/no questions Would like Simple present Cross-culture: saving money in native country

MONEY/BANKING LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Complete banking forms.		Invest: Using a Checking Account, p. 20-28 Lifelines 2, p. 27-28 Invest in Writing 3, p. 64-68	Getting Started: ID form Community : forms Health: medical form Working: application
4. Given bills, complete money order.		Lifeskills 2, p. 42 Invest: Using a Checking Account, p. 2-7	Cross-culture: method of paying bills in native country
5. Given bills, write check and fill in checkbook register.		Invest: Using a Checking Account, p. 32-44 Real Life English 2, p. 11-12, 23, 25 Real Life English 2 Workbook, p. 24	
CAI/AV: English Express Speech Master: money and banking; English Express Language Builder: banking 200; Arlington Survival Videos: Banking			

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TELEPHONE/COMMUNICATION LEVEL 200

Developmental Reading: See end of level for descriptions. Picture Stories, units 16 and 2; The Pizza Tastes Great, p. 59-63

Developmental Writing: See end of level for descriptions. Picture Stories, units 16 and 2

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given oral communication, write phone numbers.		Learning to Listen, p. 87 Practice With Your Partner; telephone cards	
2. Call friend/school/work and leave simple message.	Express need: May I speak to ___? Could I leave a message? Ask someone to do something? Please ask her to call ... Seek/report info: self/others Hello, this is Jose. Is Maria there? No, she's not. My number is	Lifelines 2, unit 19 Expressways: Foundations, p. 12, 14, 121 A Conversation Book 1, p. 89 teletrainer	Work: call in sick Housing: call for repairs Health: make appointment Structures: May, could Object pronouns Yes/no questions
3. Take simple phone message in writing.		Lifelines 2, p. 91-94 44+ Ways to Use Answering Machines, p. 30-31 message pads teletrainer	
4. Given a telephone call, make/respond to requests for clarification.	Make/respond to request: clarification: Can you spell that? Could you repeat that/the number? Did you say "_____________"?	Here to Stay in the USA, p. 46 teletrainer	Work: seek clarification Structures: Can, could Yes/no questions

TELEPHONE/COMMUNICATION LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Respond appropriately to wrong number.	Express/respond to apology: I'm sorry. You (I) have the wrong number. It's o.k.	Expressways: Foundations, p. 11 teletrainer	
6. Use telephone to extend invitation.	Make/respond to invitations: Would you like to ... Yes, I'd like to. I'm sorry. I can't....	Small Talk, unit 5, p. 22-27 A Conversation Book 1, p. 89 teletrainer	Structures: Yes/no questions Would like, can
7. In an emergency situation, call 911, describe problem, request assistance, and give personal identification information.	Report info: condition: There is a fire at 1601 Wilson Blvd. Express condition: My daughter is unconscious. Report info: self: My name is ... My number is ... Request assistance: Please send help! I need an ambulance!	Here to Stay in the USA, unit 2 (visual) 911 video teletrainer	Health: describe problem Getting Started: personal id Structures: There is/there are Preposition of place Possessive pronouns Imperative
8. Give and follow instructions for using pay phone.	Instruct/respond to instructions: First, pick up the receiver. Then, put money in the phone.....	Expressways: Foundations, p. 118-119 Expressways: Foundations Wkbk B, p. 21 A Conversation Book 1, p. 87 Lifeskills 1, p. 33	Work: instructions Consumerism: instructions Transportation: directions Structures: Imperatives Sequence markers

CAI/AV: IVD 1, 2; English Express Language Builder, phone 200

TRANSPORTATION-LEVEL 200

Developmental Reading: See end of level for objectives. A New Beginning; unit 4; The Pizza Tastes Great, p. 68-70; Easy True Stories; Units 2, 10, 15

Developmental Writing: See end of level for objectives. Skill Sharpeners 1, p. 104; Easy True Stories; p 9

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, explain meaning of traffic signs.	Report info: signs/symbols: Caution means be careful! That's a handicap parking space.	Lifeskills 1, p. 82-83 The Card Book, traffic cards, p. 67-79 Lifeskills 2, p. 86-87, 95 A Conversation Book 1, p. 98 Here to Stay in the USA, p. 112, 117 (visual)	Structures: Simple present Cross-culture: signs used in other countries
2. Explain common traffic rules and regulations.	Advise someone to do something: Don't drink and drive. Wear your seat belt. Use a child seat in the car. Seek/report info: self What did I do wrong? You went through a red light.	Expressways: Foundations, p. 164-165 Expressways: Foundations Wkbk B, p. 65	Structures: Imperatives Simple past Cross-culture: talking to the police, traffic rules in native country
3. Given visuals, identify modes of transportation.		A Conversation Book 1, p. 101-103 New Oxford Picture Dictionary, p. 51 New Oxford Picture Dictionary Listening and Speaking Activity Book, teacher's notes p. 117	Cross-culture: means of transportation in native country

TRANSPORTATION-LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given visuals of car parts, ask for/state names.	Seek/report info: objects: What's this? It's a steering wheel. What are these? They're tires.	Real Life English 2, p. 113, 121 A Conversation Book 1, p. 99 Lifeskills 2, p. 90 New Oxford Picture Dictionary, p. 50-51	Structures: Wh questions Singular/plural nouns Simple present Demonstratives
5. Describe common car problems to a mechanic.	Report info: descriptive: The engine won't start. The motor is making a noise. The air conditioning is broken.	Here to Stay in the USA, p. 113 (visual) New Oxford Picture Dictionary, p. 50-51 New Oxford Picture Dictionary Listening and Speaking Activity Book, teacher's notes p. 115 Student generated dialogues	Housing: describing problem Consumerism: exchanging merchandise Structures: Present continuous
6. Ask for and give directions to home and/or school.	Seek/report info: location: How do I get to Wilson School? Walk that way. It's on the left. How can I get to your house?	Expressways: Foundations, p. 18-19, 22-23 Expressways: Foundations Wkbk A, p. 18, 20-21 Moving On, unit 5 (T)	Consumerism/telephone/work: instructions & directions Structures: Wh-questions Imperatives Prepositions of place

CAI/AV: English Express Language Builder: transportation 200; Basic Vocabulary Builder-transportation (teacher-made language master cards and computer); Invest: signs for drivers I and II, city signs, highway signs

WORKING IN THE USA LEVEL 200

Developmental Reading: See end of level for objectives. Personal Stories 3, p. 46-49, 78-92; Picture Stories, units 6, 10, 15 ; The Working Experience 1; More Picture Stories, units 10, 11; Easy True Stories, Unit 12

Developmental Writing: See end of level for objectives. Picture Stories, units 6, 10, 15; The Working Experience 1; More Picture Stories, units 10, 11

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify sources for finding jobs.	Seek info: location: Where can I look for a job? Advise someone to do something: You should ask your friends. You can check the newspaper.	Here to Stay in the USA, p. 81 (visual) Working in English Book 2, p. 30-32 Real Life English 2 Workbook, p. 49 A Conversation Book 1, p. 109	Structures: Wh questions Should, can Cross-culture: how people find jobs, who works in the family
2. Given a simplified interview situation, answer questions about past/present jobs including duties and skills.	Seek/report info: self: Do you have experience? Yes, I worked as a mechanic in my country. What was your last job? I was a housekeeper.	Expressways: Foundations, p. 41-47 Expressways: Foundations Wkbk B, p. 41-45 Working in English Book 2, Ch. 5	Getting Started: personal ID Structures: Wh questions Yes/no questions Simple past Cross-culture: appropriate questions in an interview
3. Fill out simplified application.		More Picture Stories, p. 46	Forms: Getting Started, Banking, Health, Community Cross-culture: documents necessary for work, neatness
4. State future job goals.	Express intentions: I would like to ... in the future.	Working in English Book 2, p. 40, 45-46 Drawing Out, p. 53	Getting Started: future goals Structures: would like

WORKING IN THE USA LEVEL 200

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Give and follow multiple step oral instructions.	Instruct/respond to instructions: First, turn the machine on. Then ... Next ...	Working in English Book 2, Ch. 9 Moving On, unit 8 (T)	Getting Started: emergency procedures Consumerism: directions Telephone: give directions Structures: imperative Sequence markers
6. Ask and answer requests for clarification.	Make/respond to requests: clarification: I'm sorry. I don't understand. Excuse me. Could you repeat that? Yes, ... Please say that again.	Here to Stay in the USA, p. 70 Picture Stories, unit 10 Moving On, unit 8 (T) Working in English 2, p. 43, 49	All units and appropriate objectives Cross-culture: asking for clarification (when, how)
7. Request assistance and respond to requests for assistance.	Make/respond to requests for assistance: Excuse me. Can you help me? Could you give me a hand? Sure.	Working in English Book 2, p. 62-63, Ch. 10 Expressways: Foundations, p. 108-109	Structures: Object pronouns Yes/no questions
8. Given an absence or lateness, call supervisor and state reason.	Express apology: I'm sorry. I can't come to work today. Report info: cause/effect, condition: I had to take my daughter to the emergency room. Express condition: I am sick.	Jazz Chants, p. 75 Working in English Book 2, Ch. 8 Picture Stories, unit 6 Real Life English 2, p. 108 teletrainer	Telephone: calling in sick Health: describe problem Structures: Simple past Simple present Cross-culture: acceptable reasons for absences

CAI/AV: English Express Language Builder, working 200 and activities.

WRITING DEVELOPMENT -200

Writing development is an integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development).

LEVEL OBJECTIVE: To write a series of simple sentences.

VARIABLES:
- given a model
- familiar or personal topics
- level appropriate

The goal for writing development for level 200 is to reach level 250. See entry level descriptions.

EVALUATION CRITERIA:
- conveys ideas to readers
- organized (chronologically)
- correct punctuation and capitalization

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
Brainstorm using visuals or experiences Order sentences chronologically Use basic paragraph format Use and edit for basic capitalization: beginning of sentence, names, months, days, streets, cities, countries. Use and edit for punctuation: periods, question marks, apostrophes in contractions, commas in addresses, dates. Edit for basic grammar: subject pronouns possessive adjectives verb suffixes (-s, -ing)	Purple Cows and Potato Chips Personal Stories 3 Picture Stories More Picture Stories Drawing Out Invest in Writing 1 Working Experience 1 Easy True Stories Field trips and follow-up writing Language Experience Stories

READING DEVELOPMENT-200

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

LEVEL OBJECTIVE: To read simplified narratives.

VARIABLES:
- with pre-reading assistance
- familiar and unfamiliar topics
- some unfamiliar vocabulary
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development for level 200 is to reach level 250. See entry level descriptions.

EVALUATION CRITERIA:
- answers questions related to text (yes/no, true/false, fill-in, wh-, opinion)
- scan to locate information in text to answer questions
- complete cloze for text

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and determine achievement of the level objective at the end of the cycle.

READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

READING:
Make predictions from visuals and titles
Identify main idea
Scan to locate information in text
Use pictures and context to deduce word meaning
Identify personal pronoun antecedents
VOCABULARY:
Use picture and context to deduce word meaning
Use phonics to decode
Match words and phrases with pictures
Categorize vocabulary (synonyms, antonyms, context)
Identify suffixes (-s, -ing, -ed)

RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Personal Stories 3
Pizza Tastes Great
Easy True Stories
Picture Stories
More Picture Stories
Voices of Freedom 1
Let's Celebrate America
ESL Holiday Activity Kit
Get Ready, Go, Home Free!
Working Experience 1

STRUCTURES-200

STRUCTURE	UNITS	RESOURCES
ADJECTIVES/PRONOUNS:		
demonstrative (this, that)	Consumerism, Getting Started, Housing, Telephone, Transportation	Expressways: Foundations Wkbk A; p. 30-31 Grammarwork 1; p. 5, 24, 26 Lifeskills 1; p. 77 Side by Side 1 (Book/Workbook); ch. 8 (***see also video***)
indefinite (some, any)	Consumerism	Grammarwork 1; p. 40-42 Real-Life English 2 Grammar; p. 33 Side by Side 2 (Book/Workbook); ch. 3 (***see also video***)
possessive	Banking, Getting Started, Health,Tel,Transportation	Expressways: Foundations Wkbk B; p. 22, 78
ADVERBIALS:		
cause/reason	Getting Started	
sequence markers (first, then)	Consumerism, Telephone, Working	
MODAL VERBS:		
can	All Units	Expressways: Foundations Wkbk A; p. 37, 40, 41 Expressways: Foundations Wkbk B; p. 13 Grammarwork 1; p. 51-56 Side by Side 1 (Book/Workbook); ch. 13 (***see also video***)
could	Telephone, Working	
may	Telephone	
must/have to	Working	Expressways: Foundations Wkbk B; p. 13, 44 Side by Side 1 (Book/Workbook); ch. 13 (***see also video***)
should	Getting Started, Consumerism, Health, Working	Expressways: Foundations Wkbk A; p. 50 Real-Life English 2 Grammar; p. 47-49
would like (noun, to)	Community, Consumerism, Telephone, Working	Real-Life English 2 Grammar; p. 11, 13, 44
would rather/prefer	Working	
NOUNS:		
count/noncount	Consumerism	Side by Side 2 (Book/Workbook); ch. 2, 3
singular/plural	Consumerism, Transportation	Expressways: Foundations Wkbk A; p. 56. 57, 64 Grammarwork 1; p. 15-16, 22-23, 28-29 Grammarwork 2; p. 4 Lifeskills 1; p. 75 Side by Side 1 (Book/Workbook); ch. 8 (***see also video***)

STRUCTURES-200

STRUCTURE	UNITS	RESOURCES
PREPOSITIONS:		
place	Telephone, Transportation	Grammarwork 1; p. 33, 43, 66, 81 Lifeskills 1; p. 30-31 Real-Life English 2 Grammar; p. 59, 61 Side by Side 1 (Book/Workbook); ch. 7 (***see also video***)
THERE IS/ THERE ARE:	Housing, Telephone	Expressways: Foundations Wkbk A; p. 32-33 Grammarwork 1; p. 34-37 Lifeskills 1; p. 75 Side by Side 1 (Book/Workbook); ch. 7 (***see also video***)
VERBS:		
future	Community, Getting Started, Work in the USA	Expressways: Foundations Wkbk A; p. 79-80 Expressways: Foundations Wkbk B; p. 15, 23, 68 Real-Life English 2 Grammar; p. 4-5, 7, 26 Side by Side 1 (Book/Workbook); ch. 14 (***see also video***)
imperative	Consumerism, Getting Started, Housing, Tel., Transportation, Work	Expressways: Foundations Wkbk A; p. 67-71 Expressways: Foundations Wkbk B; p. 20-21 Grammarwork 1; p. 79-80
negatives	Getting Started, Trans.	
present continuous	Housing, Transportation	Expressways: Foundations Wkbk B; p. 9 Grammarwork 1; p. 44-48, 75 Side by Side 1 (Book/Workbook); ch. 2 (***see also video***) Skill Sharpeners 1; p. 66-67
simple past	Getting Started, Health, Holidays, Transportation, Work	Expressways: Foundations Wkbk A; p. 71-72 Grammarwork 1; p. 82-83, 87 Real-Life English 2 Grammar; p. 20-25, 67-69, 79-84 Side by Side 1 (Book/Workbook); ch. 15, 17 (*see also video*) Skill Sharpeners 2; p. 64-66
simple present	All Units	Expressways: Foundations Wkbk A; p. 35, 43-47 Grammarwork 1; p. 58-59, 62, 75 Side by Side 1 (Book/Workbook); ch. 9 (***see also video***) Skill Sharpeners 2; p. 72-73

STRUCTURES-200		
STRUCTURE	**UNITS**	**RESOURCES**
QUESTIONS:		
wh	All Units	Expressways: Foundations Wkbk B; p. 74 Grammarwork 1; p. 7, 27, 67 Real-Life English 2 Grammar; p. 40, 50 Side by Side 1 (Book/Workbook); ch. 2 ***(see also video)***
yes/no	All Units	Expressways: Foundations Wkbk A; p. 42, 48-49 Grammarwork 1; p. 8-9, 17, 19, 32, 63 Side by Side 1 (Book/Workbook); ch. 5, 10, 16 ***(see also video)***

LEVEL 250

ENTRY LEVEL DESCRIPTIONS: 250

250 (High Beginning): Can satisfy some oral and writeen survival needs and very routine social demands. A native speaker used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

SPEAKING	LISTENING	READING	WRITING
Expresses basic survival needs. Asks and responds to questions using learned phrases and some new phrases. Participates in basic conversations in very routine social situations and may attempt to participate in conversations in non-routine social situations. Speaks with hesitation and frequent pauses. States simple personal information on the telephone, but with difficulty. Has inconsistent control of basic grammar. Makes frequent errors.	Understands learned phrases and simple new phrases containing familiar vocabulary. May need slow speech and repetition. Can generally understand the main idea of conversations on familiar topics and contexts. May be able to understand conversations on familiar topics when spoken slowly and with repetition. Has very limited ability to understand in non-contact situations (e.g. telephone).	Can arrange lists in alphabetical order. Scans for specific information in simplified, lifeskill materials related to immediate needs. Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations. Can read some passages with unfamiliar vocabulary. Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts. Can answer simple factual questions relating to short passages (e.g. yes/no, true/false, fill-in, wh-) without assistance. Can locate correct entries in a bilingual dictionary.	Independently completes simplified forms which require personal information. Given a model on a familiar topic, writes series of simple sentences. May use paragraph format. Attempts to elaborate, but may need assistance. Has some, but inconsistent, control of basic grammar. Makes frequent errors.

REEP ESL PROGRESS REPORT: LEVEL 250

Marking System:
+ = Achieved competency/function
√ = More practice is needed
A = Absent
NC= Not covered

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Getting Started:
___ 1. Ask/answer questions: self
___ 2. Complete personal identification form
___ 3. Introduce self/others
___ 4. Identify family relations
___ 5. State reasons for coming to U.S.A.
___ 6. Locate points on map
___ 7. Identify school policies
___ 8. Respond to seasonal emergencies
___ 9. Write about self/future goals
___ 10. ______________________________

Community Services:
___ 1. Ask/answer questions: services provided
___ 2. Ask/answer questions: library services
___ 3. Complete library card application
___ 4. Inquire: bank services
___ 5. Complete bank forms
___ 6. Inquire: post office services
___ 7. Complete post office forms
___ 8. ______________________________

Consumerism:
___ 1. Identify stores/services provided
___ 2. Calculate savings
___ 3. Ask/answer questions: location in store
___ 4. Exchange/return merchandise
___ 5. Write simple directions: recipes
___ 6. ______________________________

Health:
___ 1. Identify basic internal organs
___ 2. Make medical appointment
___ 3. Describe illnesses/injuries
___ 4. Follow doctor's instructions
___ 5. Fill out medical form
___ 6. Ask for items at drug store
___ 7. Read medicine labels
___ 8. ______________________________

Holidays and Special Occasions:
Holiday:______________________________
___ 1. State importance of holiday
___ 2. Describe when/how celebrated
___ 3. Identify historical figures/events
___ 4. Describe holidays in native country
___ 5. ______________________________

Housing:
___ 1. Interpret abbreviations
___ 2. Ask/answer questions: apartment
___ 3. Fill out housing application
___ 4. Select housing and state why
___ 5. State rental rules/regulations
___ 6. State usage/storage: dangerous items
___ 7. ______________________________

Telephone/Communication:
___ 1. Ask/answer questions: discount times/days
___ 2. Ask/answer questions: area codes
___ 3. Ask/answer questions: listings
___ 4. Call for information
___ 5. Make operator-assisted call
___ 6. Report information: recorded messages
___ 7. Respond to wrong number
___ 8. Call 911
___ 9. ______________________________

Transportation:
___ 1. Ask/answer questions: fares and schedules
___ 2. Ask/answer questions: bus/metro schedule
___ 3. Identify symbols on local road map
___ 4. Locate cities and streets on map
___ 5. Ask for/give directions
___ 6. Ask/answer questions: road map
___ 7. Plan a trip
___ 8. ______________________________

Working in the U.S.A.:
___ 1. Inquire about job openings
___ 2. Fill out application
___ 3. Identify current/past job responsibilities
___ 4. State future job preferences/training
___ 5. Ask/answer questions in a interview
___ 6. Give/follow oral and written instructions
___ 7 Request/respond: clarification
___ 8. Request location/give directions
___ 9. Identify pay and taxes on W2 form
___ 10. Identify pay and deductions on pay stub
___ 11. ______________________________

Writing Level Objective:
___ Write a simple paragraph

Reading Level Objective:
___ Read simplified materials

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

Teacher Comments:

MID	PROGRESS
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________

Retained (level) __________________ Promoted (level) ____________ Withdrew ______

	INDEX OF FUNCTIONS: LEVEL 250								
	Get Start	Cons	Comm	Health	Holi	House	Tele	Trans	Work
Seek & Report Information									
Capability									*
Cause/effect	*								
Description (color, size, condition, etc.)		*	*		*	*	*		
Location/direction		*	*	*			*	*	*
Objects/signs/symbols				*		*		*	
Quantity/price		*				*	*	*	
Self/others	*			*	*		*		*
Time/chronological information			*					*	*
Make/Respond to Requests for Clarification				*		*	*	*	*
Express & Inquire about Opinions, Attitudes									
Likes/preference/satisfaction/compliments						*		*	*
Needs/wants/intentions		*	*	*			*		*
Regrets/apologies/sympathy							*		
Gratitude/surprise									
Complaints									
Opinions									
Express/Inquire about conditions (health, pain, worry, mood)				*					

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INDEX OF FUNCTIONS: LEVEL 250

	Get Start	Cons	Comm	Health	Holi	House	Tele	Trans	Work
Make & Respond to Directives:									
Advise, ask; and instruct s.o. to do sth/seek advice	*	*		*		*			*
Respond to instructions/directives	*								*
Request assistance							*		
Give/seek permission									
Give/respond to correction/warning						*			
Make/respond to invitations								*	

RESOURCES: LEVEL 250

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXT

A Taste of English
Book of Forms
By the People, For the People
Card Book
Chicken Smells Good
Conversation Book 1 & 2
Drawing Out
Easy True Stories
English for Adult Competency 2
ESL Holiday Teacher's Activity Kit
Expressways 1
Expressways 1 Workbooks A & B
Get Ready, Go, Home Free!
Grammarwork 1 & 2
Here to Stay in the USA
Invest in Writing 1 & 4
Invest in Writing: The Job Hunt
Invest: Planning Trips/Using Road Maps
Invest: Using a Checkbook
It's Time to Talk
Jazz Chants (T)
Learning to Listen (T)
Let's Celebrate America
Lifelines 2
Lifeskills 1 & 2
Listen to Me (T)
Look Again Pictures
More Picture Stories
Moving On (T)
New Beginning
Personal Stories 3
Picture Stories
Problem Solving
Purple Cows and Potato Chips
Real Life English 2
Real Life English 2 Grammar
Real Life English 2 Workbook
Side by Side 1 & 2
Side by Side Activity Workbooks 1 & 2
Skill Sharpeners 1 & 2
Stepping Out
Stories from the Heart
Stories to Tell Our Children
Talk-A-Tivities
True Stories in the News
Voices of Freedom 2
Working Experience 2
Working in English 2
Write from the Start
Write Stuff: Lifeskills Writing
Writing Book: English for Everyday Life
Writing Warm-Ups

CAI/AV

Basic Vocabulary Builder
English Express
Invest Lifeskills
IVD 2
MECC Dataquest
PC Globe
PC USA
Quick Talk
Reading for Everyday Living

VIDEO

Arlington Survival Video: **911**
Side by Side

(T) = Tape available

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GETTING STARTED-250

COURSE NEEDS ASSESSMENT: See needs assessment tools chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to cover.

Developmental Reading: See end of level for objectives. Side by Side 1, p. 148; A New Beginning, p. 1-5, unit 2; Stories from the Heart (About me)

Developmental Writing: See end of level for objectives. Side by Side 1, p. 148; A New Beginning, p. 1-5, unit 2; Stories from the Heart (About me); Write from the Start, p. 4, 15

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about self and others (name, address, telephone number, birthplace, birth date, age number of children, marital status, and place of work and study)	Seek/report info: self/others Where are you from? I'm from Korea. Where do you work? Do you have children? No, I don't. I work at Amtrak. How old are you? I'd rather not say.	English for Adult Competency 2, p. 3-7 Drawing Out, p. 6 Jazz Chants, p. 23, 45 Expressways 1, p. 2, 4-7 Lifelines 2, Ch. 3 Write from the Start, p. 42-43	Work: interview questions Structures: Questions: wh & yes/no Would rather (not) Simple present Cross-culture: taboo questions (eg. age)
2. Complete personal identification (information from objective 1 as well as, sex, social security number, how long at current job, and signature)		A Conversation Book 1, p. 33 Registration forms	Housing: application Working: application Health: medical history
3. Introduce self and others.	Report info: self/others: I'm Tuyet. Let me introduce my grandfather, Dinh. Pleased to meet you.	Lifelines 2, Ch. 1 English for Adult Competency 2, p. 9 Expressways 1, p. 3 Expressways 1 Wkbk A, p. 1	Work: interview Structures: Simple present Possessive pronouns Cross-culture: handshaking, use of first and last names and titles

GETTING STARTED-250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Identify family relations over 3 generations.	Report info: others: Those are my cousins. My aunt is married to my uncle. Their children are my cousins.	Lifeskills 1, p. 38, 40 Drawing Out, p. 5 A Conversation Book 1, p. 28-30 self-generated family trees	Structures: Simple present Cross-culture: role of extended family
5. State reasons for leaving country of origin and coming to US.	Report info: cause/effect There is a war in my country. I want to study in the US.	English for Adult Competency 2, p. 6	Holiday: Thanksgiving Structures: There is/there are
6. Locate relevant points on maps. (native country, US, Virginia, Arlington)		maps, globe	Holiday: Flag day Transportation: maps
7. Identify school policies and rules (see sample language and school brochures).	Instruct someone to do something: Smoking is not permitted. We should come on time. You have to bring your books. You may not bring your children.	school brochures	Housing: regulations Structures: Should, must, have to Gerunds Negatives Cross-culture: rules in native country
8. Respond to seasonal emergency procedures: fire drills, tornado drills	Respond to instructions: Exit quickly to the left. Don't forget to close the door. You must stay down in a tornado. Turn right and go out the side door.	school emergency procedures	Health/work: instructions Structures: Imperatives Negatives Must Cross-culture: seasonal emergencies in native country
9. Write a timeline, including past and present events as well as future goals.	Report info: self: I would like to ______ in the future. I worked as a_________ in my country. I plan to study engineering.	Stories from the Heart, p. 102-116 student timelines (see needs assessment appendix)	Work: job desired Structures: Would like to Present, past, future

CAI/AV: PC Globe; English Express Language Builder

CONSUMERISM - LEVEL 250

Developmental Reading: See end of level for objectives. Picture Stories, unit 13; Get Ready, Go, Home Free!, p. 99; More Picture Stories, unit 13

Developmental Writing: See end of level for objectives. Picture Stories, unit 13; Get Ready, Go, Home Free!, p. 21; The Card Book, p. 109; Drawing Out, p. 24; More Picture Stories, unit 13

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify local stores/services provided in the community.	Advise/ask for advice: Where can I buy a... You should go to the ... Where can I find ....? You should call ... Is there a free clinic?	Real Life English 2 Wkbk, p. 31, 36 A Conversation Book 1, p. 78 It's Time to Talk, p. 44 A Taste of English, unit 8 Telephone Book	Telephone: request info Structures: Questions: wh & yes/no Can, should There is/there are
2. Given ads, calculate savings and identify better buys.	Report info: price: This coffee is cheaper than that one. These shoes are on sale. I can save $10.	Here to Stay in the USA, unit 5 Get Ready, Go, Home Free!, p. 10 Real Life English 2 Wkbk, p. 34 A Taste of English, unit 6	Structures: Simple present Comparatives Demonstratives
3. Given diagram of a store, ask and answer questions about location of items.	Seek/report info: location: Where is the dairy section? It's in the back. Where can I find children's clothing? They're on the third floor next to the mens' department.	Moving On, unit 1 (food) (T) Learning to Listen, p. 76-77, 127 Get Ready, Go, Home Free!, p. 5-6, 13-15, 93-94 Expressways 1, p. 36, 62 Lifeskills 1, p. 46 A Conversation Book 1,p.73,75-77,82, 84 Listen to Me, unit 6	Health: drugstore Work: ask/answer - location Structures: Wh questions Simple present Prepositions of place Cross-culture: places people shop for food/clothing

CONSUMERISM - LEVEL 250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. In a store simulation, exchange/return merchandise.	Seek/report info: descriptive/condition: These pants are too tight. This milk is spoiled. Express needs: I'd like another carton. Can I exchange this another size?	Get Ready, Go, Home Free!, p. 20 Lifelines 2, units 11-12 Expressways 1, p 67 Expressways 1 Wkbk A, p 60-61	Structures: Would like, can Demonstratives Cross-culture: ways things are exchanged/returned
5. Write simple directions for preparing food.	Instruct someone to do something: First, ... Then, ...	Expressways 1, p. 137 Expressways 1 Wkbk B, p. 40-41 English for Adult Competency 2, p. 38-39 Picture Stories, unit 13 A Taste of English, p. 38-39, recipe pages	Work: give/follow directions Structures: Imperative Sequence markers Cross-culture: traditional foods, recipes

CAI/AV: English Express Language Builder and Speech Master: supermarket, fruits, vegetables, fast food, menu, clothing, accessories

COMMUNITY SERVICES - LEVEL 250

Developmental Reading: See end of level for objectives. A New Beginning, unit 11; Chicken Smells Good, p. 158-167; Problem Solving, unit 1, problem 3; More Picture Stories, unit 16

Developmental Writing: See end of level for objectives. Problem Solving, unit 1, problem 3; More Picture Stories, unit 16

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given local community agencies, ask and answer questions about services provided.	Seek/report info: location Where can I get legal help? You can call legal aid for a lawyer. The garbage men pick up your trash. Where can I borrow children's books? You can borrow books from the library. Is there an organization for ....?	English for Adult Competency 2, p. 196-197, 176-177 By the People, For the People, p. 108-113 Arlington County Mini-directory Field trip to the Arlington County Courthouse/Information Center	Consumerism: local services Transportation: ask for info Structures: Simple present Questions: wh & yes/no Can There is/there are Cross-culture: community agencies, services
2. Ask and answer questions about library services.	Seek/report info: time What services does the library have? You can borrow books, cassettes and videos. When is the library open? The library is open ... How long can I keep books? You can keep books for ... Express needs: May I please have a library card application?	Skill Sharpeners 2, p. 69, 104 English for Adult Competency 2, p. 169 It's Time to Talk, p. 50 library fliers Field trip to the library	Structures: Questions: wh & yes/no Can/may

COMMUNITY SERVICES - LEVEL 250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Complete library application form.		library card applications	Getting Started: ID form
4. Inquire about bank services, including checking and savings account.	Seek info: descriptive What is the interest rate? How often can I withdraw money? Is there a minimum balance? Express needs/wants: I'd like to open a savings account/to deposit this into my savings account.	Real Life English 2, p. 15-17 Expressways 1, p. 143 Lifelines 2, unit 6 English for Adult Competency 2, p. 125 It's Time to Talk, p. 83	Structures: Questions: wh & yes/no Simple present Would like Cross-culture: reasons for, ways of saving money
5. Complete bank forms (e.g. account application, deposit and withdrawal slips).		Invest: Using a Checking Account, p. 21-28 Real Life English Wkbk 2, p. 10 Skill Sharpeners 2, p. 33 English for Adult Competency 2, p. 126	Getting Started: forms Work: applications
6. Inquire about post office services.	Seek info: price Do I need to insure this package? How much does it cost? How long will it take for this letter to get to...? Express needs/wants: I want to buy stamps/money order. I'd like to mail this package. I want to buy a money order.	Expressways 1, p. 68-69 Moving On, unit 2 (T) Real Life English 2, p. 21-22 English for Adult Competency 2, p. 158-163 It's Time to Talk, p. 90	Structures: Questions: wh & yes/no Would like Simple present
7. Complete post office forms (e.g. change of address, certified mail, customs declaration, insurance).		Real Life English Wkbk 2, p. 9 Invest in Writing 3, p. 69-71 Book of Forms, p. 61-62 English for Adult Competency 2, p.162	Getting Started: forms

CAI/AV: English Express Language Builder and Speech Master: the city, the post office

HEALTH LEVEL 250

Developmental Reading: See end of level for objectives. A New Beginning, unit 14; Chicken Smells Good, unit 3; Personal Stories 3, p. 94-108; Get Ready, Go, Home Free!, p. 35

Developmental Writing: See end of level for objectives. Personal Stories 3, p. 94-108; Look Again Pictures, unit 10; Drawing Out, p. 73; A New Beginning, unit 14

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, identify basic internal organs.	Report info: objects: This is the heart. These are the lungs.	Real Life English 2, p 89 A Conversation Book 1, p. 120 A Taste of English, ch. 2	Structures: Simple present Demonstratives
2. Make medical appointment by phone, describing problem and giving personal identification.	Report info: self This is Mai Nguyen. Express: condition I have a terrible toothache. My baby has a rash. Express needs: I'd like to make an appointment.	Real Life English 2 Workbook, p. 44, 47 Expressways 1, p. 52	Getting Started: ID Telephone: 911 Structures: Simple present Would like Cross-culture: when to see a doctor; where: clinics, emergency room, private doctor
3. Given a doctor's visit, describe illnesses and injuries to the doctor.	Express: condition: I've been sick since Friday. I have a fever and a sore throat. I am having chest pains.	Moving On, unit 9 (T) Listen to Me, unit 15 (T) Look Again Pictures, unit 10 Skill Sharpeners 1, p. 109 Side by Side 2; p. 100-101 Expressways 1; p. 54	Work: call in sick Telephone: 911 Structures: Simple present Present continuous Present perfect Cross-culture: male/female doctors

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HEALTH LEVEL 250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given a doctor's visit, follow simple instructions, eg. don't breath, take this three times a day.	Make/respond to request: clarification: Could you repeat the instructions? How often do I take this? Will this make me tired?		Work: Instructions Structures: Imperative Questions: wh & yes/no
5. Fill out simplified medical form, including medical history.		Real Life English 2, p. 96 A Conversation Book 1, p. 127 English for Adult Competency 2, p. 61 A Writing Book: English for Everyday Life, p. 109	Getting Started: ID forms Work: application Housing: application
6. Ask for/locate items at the drug store.	Seek info: location: Where are the cough medicines? They are in aisle 6 on the left. Where is the yogurt? It's at the back near the milk.	Get ready, Go, Home Free!, unit 3 Lifelines 2; unit 18	Consumerism: location Structures: Wh-questions Prepositions: place Singular/plural
7. Given simplified medicine labels, explain dosage and warnings.	Instruct someone to do something: Take four times a day. Finish this medication.	Stepping Out, activity 18 Real Life English 2, p. 95 English for Adult Competency 2, p. 65-66	Housing: dangerous items Structures: Imperative Cross-culture: generic/brand names, sharing drugs

CAI/AV: Reading for Everyday Living-labels; English Express: the doctor, the dentist; Quick Talk: the body, the body and health

HOUSING LEVEL 250

Developmental Reading: See end of level for objectives. The Chicken Smells Good, unit 6; A New Beginning, unit 1

Developmental Writing: See end of level for objectives. Drawing Out, p. 50; A New Beginning, unit 1

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given simplified housing ad, interpret abbreviations.	Report info: symbols: A/C means air conditioning.	Lifeskills 2, p. 21 Lifelines 2, unit 13 Real Life English 2, unit 7 Stepping Out, activity 24 English for Adult Competency 2, p. 100 It's Time to Talk, p. 82	Structure: Simple present
2. Given simplified housing ad, ask and answer questions, including what rent does (not) include.	Seek/report info: descriptive/price: How much is the rent? How many bedrooms are there? There are 2. When is it available? Is there a laundry room? Are utilities included? No, they aren't. Is there a security deposit? Yes. Are pets allowed? Make/respond to request: clarification: Excuse me. Could you repeat that please?	Side by Side I, p. 53-56 Real Life English 2, unit 7 Real Life English 2 Workbook, p. 39-41 Stepping Out, activity 24 Expressways 1, p. 32 Expressways 1 Workbook A, p. 32-33 English for Adult Competency 2, p. 98-99 It's Time to Talk, p. 45, 82	Structures: Questions: wh & yes/no There is/there are Count/non-count nouns Cross-culture: types of housing
3. Fill out simplified housing application.		English for Adult Competency 2, p. 112 Invest in Writing 4, p. 54-59	Getting Started: ID form Health: medical history Working: application

HOUSING LEVEL 250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Given visual of different types of housing, select one and state reasons for choosing it.	Express likes/preferences: I like this apartment because ...	Real Life English 2, p. 78 Real Life English 2 Workbook, p. 40-41	Structures: Because Simple present
5. State basic rental rules and regulations.	Instruct someone to do something: No pets permitted. Rent is due on the first of the month.	English for Adult Competency 2, p. 104-105	Getting Started: school rules Structures: Imperative
6. State use and storage of dangerous household items.	Give warning: Keep away from children. Advise someone to do something: You should keep this in a cool place.	Purple Cows and Potato Chips, p. 100 Arlington County brochures	Getting Started: emergency procedures Health: labels Structures: Imperative Should
CAI/AV: IVD, House 2; English Express: kitchen, dining room, bedroom, bathroom, living room, backyard and garden, housing; Basic Vocabulary Builder, furnishings			

HOLIDAYS AND SPECIAL OCCASIONS - LEVEL 250

Reading and Writing Development: See end of level for objectives. See resources below.

Needs Assessment: Classes are not expected to cover all of the holidays/special occasions listed below. Students select one or two holidays/special occasions that they would like to cover.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. State importance of holiday/special occasion.	Report info: descriptive: We celebrate Memorial Day to remember the soldiers.	Structures: simple present
2. Describe how and when holiday/special occasion is celebrated.	Report info: descriptive: For birthdays, we have a cake with candles on it .	Structures: simple present
3. Identify historical figures and events important to this holiday/special occasion.	Report info: descriptive: Martin Luther King Jr. was a leader for equal rights.	Structures: simple past
4. Describe holidays/special occasions celebrated in native country.	Report info: descriptive, self: In my country, we have fireworks for the Chinese New Year.	Structure: simple present

HOLIDAYS AND SPECIAL OCCASIONS - LEVEL 250

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holiday's in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Groundhog's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day Halloween Columbus Day	Veteran's Day Thanksgiving Day Christmas Other: Friday the 13th religious holidays Cross-culture: birthdays marriages births/deaths Friday 13th holidays in students' native countries	ESL Holiday Teacher's Kit Let's Celebrate America Voices of Freedom 2 A New Beginning Side by Side 2 It's Time to Talk, p. 175 Field trips: memorials, museums, National Archives, The Capitol, Arlington Cemetery

CAI/AV: PC Globe; PC USA; MECC Database - Presidents; English Express Language Builder- Holiday

TELEPHONE/COMMUNICATION LEVEL 250

Developmental Reading: See end of level for objectives. More Picture Stories, units 7, 9

Developmental Writing: See end of level for objectives. Write from the Start, p. 20-21; More Picture Stories, units 7, 9

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given phone book, ask and answer questions about discount times, days, and types of calls.	Seek/report info: price Which days are cheaper? Saturdays and Sundays are cheaper. Which times are the most expensive? Between 8-5, Monday-Friday. Which type of long distance call is the cheapest? A station to station call is the cheapest.	Phone books	Consumerism: better buys Structures: Simple present Comparative/superlative Wh questions Cross-culture: cost of calls in native country
2. Given phone book, ask and answer questions about area codes for specified cities.	Seek/report info: location What's the area code for San Francisco, CA? It's 415.	Learning to Listen, p. 87 Lifeskills 1, p. 34 Phone books	Getting Started: maps Transportation: maps Structures: Simple present Wh questions
3. Given white pages, ask and answer questions about specified listings.	Seek/report info: others What's the phone number for Jose Martinez? It's (703) 578-3131.	Learning to Listen, p. 90-91 Stepping Out, activity 22 Phone books	Structures: Wh questions Simple present
4. Call information for local and long distance numbers.	Express need: (What city, please?) Could I have the number for Joe Johnson on Glebe Road please? (The number is ...)	Lifeskills 1, p. 35 Expressways 1, p. 10 English for Adult Competency 2, p. 17 teletrainer	Structures: Could Yes/no questions Cross-culture: cost of information calls in US/native country

TELEPHONE/COMMUNICATION LEVEL 250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Given a long distance call, make an operated assisted call (international, collect and/or person to person).	Express need: I'd like to make a (...) call to Mexico. Thank you very much. Can I make a collect call, please? Report info: self: My name is... My number is...	Expressways 1, p. 120 Expressways 1: Workbook B, p. 22 A Conversation Book 1, p. 88 English for Adult Competency 2, p. 18-21 Teletrainer	Structures: Would like, can, could Cross-culture: cost of direct dial/operated assisted calls
6. Report information from common operator-recorded messages.	Report info: descriptive, condition The new number is... The number is disconnected.	Teacher recorded messages Teacher recorded language master cards	
7. Respond appropriately to wrong number.	Express/respond to apology: I'm sorry. (I) you have the wrong number. That's OK. Make/respond to request: clarification: Is this 358-4303? No, it isn't. Yes, it is, but ... does not live here.	A Conversation Book 2, p. 17 teletrainer	Structures: Simple present Yes/no questions Cross-culture: appropriate ways of responding
8. Given an emergency situation, call 911, describe problem, request assistance, and give personal identification information.	Report info: descriptive/condition: I want to report a fire at... There's an accident at ... Request assistance: Please send help. I need an ambulance. It's an emergency.	Lifelines 2, unit 15 Expressways 1, p. 57, 124-125 Listen to Me, Unit 19 (T) teletrainer Arlington Survival Video: 911	Health: describe problems Structures: There is/there are Prepositions of place Imperative

CAI/AV: IVD 1, 2

TRANSPORTATION LEVEL 250

Developmental Reading: See end of level for objectives. Side by Side 2, p. 61-62; Stories From the Heart; 49-51

Developmental Writing: See end of level for objectives. The Write Stuff, Lifeskills Writing, p. 19-20; Invest in Writing 1, p. 32-36; A New Beginning, unit 4

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given a destination, ask and answer questions about fare and schedule information.	Seek/report info: time, price What time does the bus leave? At 4:30. How much is a ticket to San Diego? It's $450, round trip. Make/respond to request: clarification: Excuse me. How much? Excuse me. Can you repeat that?	Stepping Out, Activity 12, 15 Learning to Listen, p. 45 English for Adult Competency 2, p.79-81 Expressways 1, p. 20-21, 122 Expressways 1 Workbook B, p. 21-22 Moving On, unit 6 (T) Lifelines 2, units 7 Here to Stay in the USA, p. 114	Structures: Wh questions Simple present Prepositions: place & time Cross-cultures: means of transportation in native country
2. Given a bus/metro schedule for a local route, ask and answer questions about arrival and departure times and length of trip.	Seek/report info: time What time does the 23 bus get to..? How long does it take to get from Wilson School to Ballston? The bus comes at 10:20. Make/respond to request: clarification: Excuse me. What time? Can you repeat that?	Lifelines 2, unit 8 local bus schedules	Structures: Questions: wh & yes/no Simple present
3. Given a road map, identify symbols.	Report info: signs/symbols: What does this mean? This means bridge.	Invest Planning Trips/Using Road Maps, p. 18-26, 35-49	Structures: Simple present Cross-culture: symbols used in native country
4. Given a road map, locate cities and streets using map grids.		Invest Planning Trips/Using Road Maps, p. 35-39	Getting Started: maps Telephone: maps

TRANSPORTATION LEVEL 250

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Given a map, ask for and give directions from school to various familiar, local places (e.g. home, library, supermarket, movie theater, courthouse).	Seek/report info: location, direction: Excuse me, can you tell me where the courthouse is? Walk along Wilson Blvd 2 blocks. It's next to the police station on the left. Make/respond to request: clarification: Excuse me. Can you repeat that, please?	Stepping Out, activity 11 Learning to Listen, p. 72-75 Side by Side 2, p. 56-60 Expressways 1, p. 22-25 Working in English 2, p. 44-45 A Conversation Book 1, p. 96-97 Talkativities, p. 47-53 English for Adult Competency 2, p. 75-76 Moving On, Unit 5 (T)	Getting Started: maps Work: follow directions Structures: Sequence markers Imperative Could, can Prepositions of place Yes/no questions
6. Given a road map and destination, ask and answer questions about route to destination.	Seek/report info: location, direction: What route do we take? We take highway 14 to exit 12. Make/respond to request: clarification: Excuse me. Which exit?	Real Life English 2, p. 119 Real Life English 2 Wkbk, p. 57 Invest Planning a Trip/Using Road Maps, p. 48-49, 53	Getting Started: maps Structures: . Wh-questions Simple present Cross-culture: vacations in native country
7. Given a destination, plan a trip including time, means of transportation, route, type of accommodation.	Express/inquire about preference: What do you want to do? Where do you want to go? I don't feel like going fishing. Make/respond to invitation: Let's go for a hike. How about going to the mountains? That's fine with me.	Expressways 1, p. 84-85 Invest: Planning Trips/Using Road Maps, p. 48-49, 53 Real Life English 2, p. 114-115, 117-118 Real Life English 2 Wkbk, p. 56 Here to Stay in the USA, p. 115 Brochures from state tourist bureaus.	Structure: Wh-questions Simple present Let's Negatives Cross-culture: leisure activities in native country

CAI/AV: English Express Language Builder and Speech Master: the train, bus, taxi, routes and road signs, the airport; Invest Lifeskills: following directions, mapping skills (on computer).

WORKING IN THE USA LEVEL 250

Developmental Reading: See end of level for objectives. Side by Side I, p. 108, 141; A New Beginning, units 3, 15; The Chicken Smells Good, p. 101-110; Problem Solving, unit 6, problem 3; The Working Experience 2 (various stories)

Developmental Writing: See end of level for objectives. Problem Solving, unit 6, problem 3; Drawing Out, p. 40

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Inquire about job openings in person and/or on phone.	Seek info: self Do you have any job openings? Could I come in for an interview?	Expressways 1, p. 40-41 Lifeskills 2, p. 47-48 English for Adult Competency 2, p. 135-138	Telephone Structures: Yes/no questions Could Cross-culture: ways people find jobs, who works in the family
2. Fill out simplified job or training application.		English for Adult Competency 2, p. 144 Lifeskills 2, p. 51-52 Invest in Writing: The Job Hunt, p. 53-54	Getting Started: forms Housing: application Health: medical history Cross-culture: reverse chronological order, references, reason for leaving a job
3. Identify current and previous jobs and state responsibilities.	Report info: self: I am a housekeeper. I am responsible for ... I was a teacher. I taught math.	Lifelines 2, unit 4 work timelines information grids	Getting Started: timeline Structures: Simple present Simple past
4. State future job preferences and training required.	Express preferences: I would like to be a supervisor. Express needs: I need to speak better English.	English for Adult Competency 2, p. 154-155	Getting started: future goals Structures: Would like

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WORKING IN THE USA LEVEL 250

OBJECTIVE	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. In a interview situation ask and answer questions, including capabilities and experience.	Seek/report info: self/chronological: When does the job begin? What experience do you have? I was a ... in my country. Express capability: I can...	Expressways 1, p. 42-47 Listen to Me, unit 4 Lifeskills 2, p. 26, 61-65 English for Adult Competency 2, p. 139-142	Getting Started: personal ID Structures: Can Questions: wh & yes/no Simple past Cross-culture: appropriate job interview questions, appearance and dress, promptness
6. Give and follow multiple step oral or simplified written instructions.	Instruct/respond to instructions: First, you ... Then, you...	Expressways 1, p. 75-77 Expressways 1, Wkbk A, p. 66-68	Health: follow instructions Getting Started: emergencies Structures: Imperatives Sequence markers
7. Request and respond to requests for clarification.	Make/respond to request: clarification: Excuse me, could you repeat that? Did you say....?	Expressways 1, p. 75-77 Expressways 1, Wkbk A, p. 66-68	Cross-culture: when and how to ask for clarification
8. Request locations and give directions at work.	Seek/report info: directions: Excuse me, where is ...? Sure, it's on the third floor next to the elevator.	Working in English 2, Ch. 12 Lifeskills 2, p. 79-81	Transportation: directions Consumerism: location Structures: Prepositions of place Questions: wh & yes/no
9. Given W-2 forms, identify gross/net pay and taxes paid.		A Writing Book, p. 138 Book of Forms, p. 11	
10. Given pay stub, identify gross/net pay and deductions.		Working in English 2, p. 56-58	

CAI/AV: IVD Housekeeping 1,2; English Express Language Builder and Speech Master according to work context (ie kitchen/kitchenware for cooks), occupations

WRITING DEVELOPMENT-250

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development).

LEVEL OBJECTIVE: To write a simple paragraph.

VARIABLES:
- given a model
- familiar, relevant topic
- level appropriate

The goal for writing development for level 250 is to reach level 350. See entry level descriptions.

EVALUATION CRITERIA:
- uses paragraph format
- conveys ideas to readers
- logically organized
- correct word order for simple sentences
- correct end punctuation and capitalization

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
Brainstorm using visuals or familiar topics Separate information into lists or categories Order sentences using time sequence markers for cohesion Use and edit for basic end punctuation, commas, and capitalization Edit for basic grammar conjunction 'and' subject pronouns possessive adjectives word order (subject/verb/object) verb suffixes (-s, -ing, -ed)	Drawing Out Easy True Stories Invest in Writing (1-4) Look Again Pictures More Picture Stories Personal Stories 3 Picture Stories Problem Solving Stories from the Heart Stories to Tell Our Children True Stories in the News Write Stuff: Lifeskills Writing Write from the Start Writing Warm-ups

READING DEVELOPMENT-250

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

LEVEL OBJECTIVE: To read simplified materials.

VARIABLES:
- familiar and some unfamiliar topics
- uses visuals and other aids
- short texts
- level appropriate

The goal for reading development at level 250 is to reach level 350. Some students will need more than one cycle of instruction to achieve this goal. For them, retention in level 250 or promotion to level 300 may be appropriate, depending also on their listening, speaking, and writing levels as well as their achievement of the competencies for the level. See entry level descriptions.

EVALUATION CRITERIA:
- answer questions orally and in writing related to text (T/F, multiple choice, fill-ins, wh-, opinions)
- scan to locate information in text to answer questions
- identify sequence of simple narrative text
- identify main idea

Evaluation criteria indicate how students should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and determine achievement of the level objective at the end of the cycle.

READING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

READING:
Make predictions from visuals and titles
Predict main idea from title
Deduce word meaning through context
Scan to locate information in text
Identify personal, possessive and demonstrative pronoun antecedents
Identify and use transition words to understand relationship between ideas
VOCABULARY:
Use phonics to decode
Categorize vocabulary (synonyms, antonyms, context)
Deduce meaning of compound words
Identify affixes (-s, -ing, -ed, -er)

RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

The Chicken Smells Good
Easy True Stories
ESL Holiday Teacher's Activity Kit
Get Ready, Go, Home Free!
Let's Celebrate America
A New Beginning
Personal Stories 3
Picture Stories
Problem Solving
Stories We Brought With Us
Stories to Tell Our Children
True Stories in the News
Voices of Freedom 2
Working Experience 2

STRUCTURES-250

STRUCTURES	UNITS	RESOURCES
ADJECTIVES/PRONOUNS:		
comparative	Consumerism, Telephone	Expressways 1 Workbook B; p. 43-46 Grammarwork 2; p. 74-76 Real-Life English 2 Grammar; p. 3, 6-7, 29 Side by Side 2 (Book/Workbook); ch. 5 (***see also video***)
demonstrative (this, that)	Consumerism, Health	Expressways 1 Workbook A; p. 33 Side by Side 1 (Book/Workbook); ch. 8, 9 (***see also video***)
possessive	Getting Started, Telephone	Expressways 1 Workbook A; p. 9 Grammarwork 2; p. 46
superlative	Telephone	Expressways 1 Workbook B; p. 44-45 Grammarwork 2; p. 77-79 Real-Life English 2 Grammar; p. 8-10, 13, 29 Side by Side 2 (Book/Workbook); ch. 6 (***see also video***)
ADVERBIALS:		
cause/reason	Housing	Real-Life English 2 Grammar; p. 24
sequence markers (first, then)	Consumerism, Transportation, Work	
MODAL VERBS:		
can	Community, Consumerism, Telephone, Transportation, Work	Expressways 1 Workbook A; p. 38 Expressways 1 Workbook B; p. 4 Side by Side 1 (Book/Workbook); ch. 13 (***see also video***)
could	Telephone, Work	
may	Community	Grammarwork 2; p. 64
must/have to	Getting Started	Expressways 1 Workbook A; p. 79 Grammarwork 2; p. 70-72 Side by Side 1 (Book/Workbook); ch. 13 (***see also video***)
should	Consumerism, Getting Started, Housing	Real-Life English 2 Grammar; p 11, 13, 47-49 Expressways 1 Workbook A; p. 50-51 Side by Side 2 (Book/Workbook); ch. 5, 11 (***see also video***)
would like (noun, to)	Consumerism, Community, Telephone, Work	Real-Life English 2 Grammar; p. 11-12, 44 Grammarwork 2; p. 65, 67-69
would rather/ prefer	Getting Started	
NOUNS:		
count/noncount	Housing	

STRUCTURES-250

STRUCTURE	UNITS	RESOURCES
PREPOSITIONS:		
place	Consumerism, Health, Telephone, Transportation, Work	Expressways 1 Workbook A; p. 19-20, 23, 64 Grammarwork 2; p. 20, 32, 33 Real-Life English 2 Grammar; p. 59, 61 Side by Side 2 (Book/Workbook); ch. 7 **(*see also video*)**
time	Transportation	Grammarwork 2; p. 2
THERE IS/ THERE ARE:	Consumerism, Getting Started, Housing, Telephone	Grammarwork 1; p. 8 Side by Side 1 (Book/Workbook); ch. 7 **(*see also video*)**
VERBS:		
future	Getting Started	
imperative	Getting Started, Consumerism, Health, Housing, Telephone, Transportation, Work	Expressways 1 Workbook A; p. 24-27, 66-68 Expressways 1 Workbook B; p. 40-41 Grammarwork 2; p. 58-59
negatives	Getting Started, Transportation	
present continuous	Health	
present perfect	Health, Telephone	Expressways 1 Workbook A; p. 83-84 Grammarwork 2; p. 20-25, 39-43, 47 Real Life English 2 Grammar; p. 67-69, 79-84 Side by Side 1 (Book/Workbook); ch. 15, 17 **(*see also video*)**
simple past	Consumerism, Getting Started, Holidays, Work	
simple present	All Units	Expressways 1 Workbook A; p. 42-43, 46-47 Grammarwork 2; p. 19 Side by Side 1 (Book/Workbook); ch. 9 **(*see also video*)**
QUESTIONS:		
wh	All Units	Expressways 1 Workbook A; p. 85 Expressways 1 Workbook B; p. 1 Grammarwork 2; p. 1, 9, 15, 27, 35 Real Life English 2 Grammar; p. 40, 50 Side by Side 1 (Book/Workbook); ch. 2 **(*see also video*)**
yes/no	Community, Consumerism, Housing, Telephone, Transportation, Work	Grammarwork 2; p. 34 Side by Side 1 (Book/Workbook); ch. 5, 10, 16 **(*see also video*)**

LEVEL 300

The emphasis at this level is on developing reading and writing skills. Learners at this level typically have very good oral skills but weak written skills. They are usually learners who have had little education in their native countries and/or have been living in the United States for quite awhile without formally studying English.

The reading and writing development units as well as the lifeskills reading and writing objectives in selected topic units are required at level 300. Therefore, the organization of the instructional units varies somewhat from the other levels. The reading and writing development units appear immediately following the "Getting Started" Unit rather than in alphabetical order, and the lifeskills reading and writing objectives are listed separately from the lifeskills speaking and listening objectives in the topic units.

ENTRY LEVEL DESCRIPTIONS: 300

300 (High Intermediate Oral/High Beginning Literacy): Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker **not** used to dealing with LEP speakers will have some difficulty communicating with a person at this level.

SPEAKING	LISTENING	READING	WRITING
Functions independently in most everyday situations. Asks and responds to questions on familiar and some unfamiliar subjects. Speaks fluently, but with hesitation and pauses. May attempt to expand ideas. May clarify general meaning by repetition or simple rephrasing. Communicates on phone in routine situations. May ask for repetition. Has control of basic grammar. May use more complex grammar but with limited control.	Understand conversations on everyday topics at normal speed in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details. Understanding simple oral instructions.	May have difficulty alphabetizing lists to the second or third letter. Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Generally reads word by word and decodes unfamiliar words by sound, not by context. Given prereading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures. May need several readings and may have some misinterpretations. Demonstrates comprehension by orally answering questions (e.g. yes/no, wh-, true/false), but may have difficulty answering questions in writing. May personalize text and have difficulty reading objectively.	Copies personally relevant material. Can generally complete a variety of simplified forms. Given a model on a familiar topic, writes series of short simple sentences. May not use paragraph form. May have sentences unrelated to topic. May attempt to elaborate. Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking. Tends to spell phonetically. Has some control of basic grammar.

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REEP ESL PROGRESS REPORT: LEVEL 300

Marking System:

+ = Achieved objective
√ = More practice is needed
A = Absent
NC = Not covered

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Getting Started:
___ 1. Ask/answer questions: self, family
___ 2. State future goals
___ 3. State reasons for coming to US
___ 4. Identify school rules
___ 5. Respond to seasonal emergencies
___ 6. Complete personal identification form
___ 7. Locate relevant points on map

Writing Development:
Mid End
___ ___ 1. Communicate ideas
___ ___ 2. Organize writing logically
___ ___ 3. Revise: meaning, main idea, details
___ ___ 4. Use correct word order
___ ___ 5. Use end punctuation, capitalization, verb suffixes
___ ___ 6. Edit for above (see 5)
___ ___ 7. ______________________________

Writing Level Objective:
___ Write a short paragraph

Reading Development:
Mid End
___ ___ 1. Scan to locate information
___ ___ 2. Answer questions related to text
___ ___ 3. Interpret graphs, charts, maps
___ ___ 4. Identify pronoun antecedents
___ ___ 5. Identify main idea
___ ___ 6. Identify sequence
___ ___ 7. Retell orally
___ ___ 8. ______________________________

Reading Level Objective:
___ Read simplified materials

Civics/Government:
___ 1. Identify levels of government/head of each
___ 2. Identify 3 branches/functions: government
___ 3. State rights: Bill of Rights
___ 4. Explain rights & responsibilities of citizens
___ 5. Compare/contrast: US/other governments

Consumerism:
___ 1. Ask/answer questions: credit cards
___ 2. Identify ways to economize and save money
___ 3. Exchange/return merchandise
___ 4. Make consumer complaint
___ 5. Fill out credit card application
___ 6. Identify savings: written advertisements
___ 7. Write consumer letter of complaint
___ 8. Write letter of request

Health:
___ 1. Request information: health services
___ 2. Describe illness or injury
___ 3. Ask for clarification: treatments/prescriptions
___ 4. Call in sick
___ 5. Request permission: leave work early

Health: (con't)
___ 6. Complete basic medical history form
___ 7. Interpret medicine labels
___ 8. Write note explaining medical problem
___ 9. ______________________________

Holidays/Special Occasions: Holiday__________
___ 1. State importance of holiday
___ 2. Describe when/how celebrated
___ 3. Identify historical figures/events
___ 4. Compare/contrast: holidays in own country

Legal Services:
___ 1. Describe lost child/criminal
___ 2. Describe a crime
___ 3. Ask/answer questions: legal issue
___ 4. Identify problems, solutions, consequences
___ 5. Complete theft/crime/accident report
___ 6. Identify resource for legal problem
___ 7. Write letter requesting information
___ 8. ______________________________

Telephone/Communication:
___ 1. Report information from recorded messages
___ 2. Take and leave messages
___ 3. Call utility company about a bill
___ 4. Call utility company to request service
___ 5. Interpret telephone bills
___ 6. Find listings in Yellow Pages

Transportation:
___ 1. Ask for/give directions
___ 2. Ask/answer questions: bus/metro schedule
___ 3. Describe problem/request service
___ 4. Identify basic driving laws/signs
___ 5. Ask/answer questions: moving violation
___ 6. Interpret parking tickets
___ 7. Locate streets on map
___ 8. Write directions

U.S. History: Period:__________________
___ 1. Describe events, issues, individuals
___ 2. State causes and effects of events
___ 3. Describe historic event/period in own country

Working in the U.S.A.:
___ 1. Inquire: job openings
___ 2. Ask/answer questions: interview
___ 3. Request information: training, raise, etc.
___ 4. Clarify preferences for employment
___ 5. Give/follow multiple step instructions
___ 6. Ask for/give clarification
___ 7. Warn/respond to dangerous conditions
___ 8. Identify pay stub errors/request correction
___ 9. Interpret want ads
___ 10. Complete simplified application
___ 11. Complete work-related forms
___ 12. Interpret safety/emergency material
___ 13. ______________________________

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ____**Level:**____________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	PROGRESS
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date:____

Retained (level)____________________ Promoted (level) _______________ Withdrew______

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INDEX OF FUNCTIONS: LEVEL 300	Get Start	Civics	Cons	Health	Holi	Legal	Tele	Trans	US History	Work
Seek & Report Information										
Capability										•
Cause/effect	•			•					•	
Description (color, size, condition, etc.)		•	•		•	•	•	•		•
Location/direction				•			•	•		
Objects/signs/symbols								•		•
Quantity/price			•	•			•			
Self/others	•	•		•	•			•	•	•
Time/chronological information							•		•	•
Make/Respond to Requests for Clarification				•			•	•		•
Express & Inquire about Opinions, Attitudes										
Likes/preference/satisfaction/compliments			•							•
Needs/wants/intentions	•		•	•			•			•
Regrets/apologies/sympathy								•		
Gratitude/surprise										
Complaints							•			•
Opinions			•			•				
Express/Inquire about conditions (health, pain, worry, mood)				•						

INDEX OF FUNCTIONS: LEVEL 300

	Get Start	Civics	Cons	Health	Holi	Legal	Tele	Trans	US History	Work
Make & Respond to Directives:										
Advise, ask; and instruct s.o. to do sth/seek advice	•					•	•			•
Respond to instructions/directives	•						•			•
Request assistance								•		
Give/seek permission				•						•
Give/respond to correction/warning			•					•		•
Make/respond to invitations										

RESOURCES: LEVEL 300

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXT

- 44+ Ways to Use Answering Machines
- American Vocabulary Builder 2
- Basic Writing
- Book of Forms
- Breaking the Ice (T)
- Card Book
- Chicken Smells Good
- Content Area ESL: Social Studies
- Conversation Book 1 & 2
- Day by Day
- Drawing Out
- English for Adult Competency 2
- ESL for Action
- ESL Holiday Teacher's Activity Kit
- ETC 2 Series
- ETC 3 Series
- ETC 4 Series
- Expressways 1 & 2
- Expressways 2 Workbooks A & B
- Get Ready, Go, Home Free!
- Getting Together
- Grammar Handbook 1
- Grammarwork 2, 3, 4
- Great Ideas (T)
- Handbook for Citizenship
- Here to Stay in the USA
- How to Use the Newspaper
- How to Use the Telephone Book
- How to Use the Classified Ads
- In Put/Out Put (T)
- Introducing the USA
- Invest: Buyer Beware, Buyer Be Wise
- Invest in Reading 4A & 4B
- Invest in Writing 1-5
- Invest-Planning Trips/Using Road Maps
- It's Up to You (T)
- It's Time to Talk
- Job Discrimination Curriculum (MIRA)
- Learning to Learn English
- Let's Celebrate America
- Lifelines 3
- Lifeskills 2
- Listen to Me (T)
- Listening Tasks (T)
- Look at U.S.A. 1
- Making the Most of News For You
- May I Help You?
- More Picture Stories
- More True Stories
- New Oxford Picture Dictionary
- News For You
- Newspaper You Read
- Now Hear This (T)
- Of The People, For The People
- Picture Stories
- Practical Vocabulary Builder
- Problem Solving
- Purple Cows and Potato Chips
- Put It In Writing
- Reading Labels, Directions and Newspapers
- Reading the Want Ads
- Real Life English 3
- Real Life English 3 Grammar
- Real Life English 3 Workbook
- Share Your Paragraph
- Side by Side 1, 2, 3
- Side by Side 3 Activity Workbook
- Skill Sharpeners 1
- Small Talk (T)
- Speaking Up at Work
- Springboards
- Stepping Out
- Stories to Tell Our Children
- Stories from the Heart

RESOURCES: LEVEL 300

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXT (cont.)

Tapestry
Talkativities
Teaching How to Learn
True Stories in the News
Tuning In to Spoken Messages (T)
Using the Telephone Skills Practice
Voices of Freedom 2
Way to U.S. Citizenship
Working in Culture 2
Working in English 2
Working Experience 3
Write from the Start
Write Stuff: Lifeskills Writing
Writing Book: English for Every Day Living
Write it Down
You and Your Child's Teacher

CAI/AV

Core
Diascriptive
English Express
Goal
Invest
MECC Dataquest
PC Globe
PC USA
Prodigy
Reading for Everyday Living
Spell It
Virginia View
Word Perfect 5.1

VIDEOS

English Works

Other

News For You

(T) = Tape available

GETTING STARTED LEVEL 300

COURSE NEEDS ASSESSMENT: See needs assessment tools chart in appendices for suggested activities. Students indicate where and how they need to use English in their daily lives and prioritize their needs in order to select topics to cover.

Developmental Reading: See end of level for objectives. Stories from the Heart (About Me), and p. 102, 108, 114; True Stories in the News, unit 16; Stories to Tell Our Children, unit 9

Developmental Writing: See end of level for objectives. Stories to Tell Our Children, Unit 9; Stories from the Heart (About Me) and p. 102, 108, 114; Write From the Start p. 3-4, 14-15; Purple Cows and Potato Chips, p. 81-82; Springboards, p. 55 (timeline); Drawing Out, p. 92-92

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer appropriate questions about self, family, and friends in a social setting.	Seek/report info: self/others: How long have you lived in Arlington? How is your brother doing? What's new?	Breaking the Ice; units 1-3 (T) Lifelines 3; unit 1 Getting Together; p. 1-4 Springboards; p. 1, 44 Information grids (see needs assessment appendix)	Structures: simple present present perfect wh questions Cross-culture: taboo questions, use of first and last names and titles
2. State future goals, orally and in writing.	Express want/needs: I want to study auto mechanics. I want to read and write English for my job. I need to find a better job. I plan to return to my country.	Small Talk; p. 78 Drawing Out; p. 92-93 Student-generated timelines (see needs assessment appendix and paragraphs)	Work: Personal values Structures: simple present, future verbs + infinitive
3. State reasons for leaving country of origin and coming to the US, orally and in writing.	Report info: cause/effect: There is a war in my country. I came to study English. I left because I was unemployed.	English for Adult Competency 2, p. 6	Holidays: Thanksgiving Structures: simple present simple past verb + infinitive because clauses

GETTING STARTED LEVEL 300

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Identify school rules and policies (see sample language and school brochure).	Advise/instruct someone to do something: No smoking. No double parking. We should respect each other's culture. Come to class on time.	School brochures.	Structures: imperatives should
5. Respond seasonal emergency procedures: fire drills tornado drills snow policy	Respond to instructions: Don't forget to close the door. You must stay down in a tornado. Turn right and go out the side door. If it snows, listen to the radio.	school emergency procedures	Structures: imperatives negatives must verb + infinitive Cross-culture: seasonal emergencies

LIFESKILLS READING AND WRITING OBJECTIVES	RESOURCES	INTEGRATION
1. Complete personal identification form (name, address, telephone number, birthplace, birthdate, age, marital status, number of children, sex, social security number, job title, how long at current job, and signature).	Writing It Down, p. 16-19 Registration forms	Work: application Trans: insurance forms Consumer: credit application Health: medical history
2. Locate relevant points on maps/globe (native country, US, Richmond, Virginia, Arlington)	Getting Together, p.8-9 maps	History: Growth of the US Holidays: Flag Day

CAI/AV: PC USA; GOAL Reading, "Dreams or the Future.

WRITING DEVELOPMENT UNIT - 300

Writing development is integral to this curriculum and is extremely important at level 300. At level 300, the writing unit is a required unit. In addition to this unit, writing development has been integrated into every topic unit. (See individual units: Developmental Writing and lifeskills writing objectives in each topic unit.

Needs Assessment: The goals of Needs Assessment are to:

1) Determine the kinds of writing to practice (e.g. letters, narrative, reports, summaries). See Learner Needs Appendices, paritcularly Learner Generated Questionnaires.

2) Determine which areas of writing they want to self-assess (e.g. how correct was spelling? how clear was meaning?).

3) Identify strategies for practicing and improving their writing.

Resource: Learning to Learn English, p. 97-99, 101-106, 114.

LEVEL OBJECTIVE: To write a short paragraph.

VARIABLES:
- given a model
- a familiar topic
- level appropriate

The goal for writing development for level **300** is to reach level **350**. However, it may take a learner more than one cycle to achieve this goal. See entry level descriptions.

EVALUATION CRITERIA:
- communicates ideas to readers
- logically organized
- revises for clear meaning, main idea and details
- correct word order in simple sentences
- uses and edits for end punctuation, capitalization and verb suffixes (-s, -ed, -ing)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle. At level 300, writing skills are evaluated at mid-cycle and at the end of the cycle.

WRITING DEVELOPMENT UNIT - 300

WRITING SKILLS DEVELOPMENT	**RESOURCES**
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
Select ideas for a topic (See individual topic units and suggested topics below) Use pre-writing techniques to gather and organize information for writing (eg. brainstorming, lists, mapping) Organize sentences in logical order: chronological sequence, main idea and details Use and edit for basic end punctuation, capitalization, spelling and verb suffixes (eg. -s, -ed, -ing) Use grammar: verb suffixes (-s, -ed, -ing,) subject pronouns object pronouns possessive adjectives word order: subject+verb+object consistency of tenses Suggested Topics: A Family Tradition Leaving My Country My First Day in the USA What Surprised Me When I first Arrived Keepsake (see sample in the Teaching Appendices)	Basic Writing Drawing Out Invest in Writing Books 1-5 Learning to Learn English More Picture Stories Purple Cows and Potato Chips Put it in Writing Share Your Paragraph Springboards Stories to Tell Our Children Stories from the Heart Tapestry Write from the Start Writing Book: English for Everyday Living Writing It Down **CAI/AV Resources** Diascriptive: Sentence Mechanics 1, 2 and Sentence Sense 1, 2 Spell It (edit mode) Word Perfect 5.1 with spell check **Structure Resources** See structure resources pages for level 300. **See Process Writing and Cinquains**: See Teaching Appendices for sample.

READING DEVELOPMENT-300

Reading development is integral to this curriculum and is extremely important at level 300. At level 300, the reading development unit is required. Reading has also been integrated into every topic unit. (See individual units: Developmental Reading as well as lifeskills reading objectives in each topic unit).

Needs Assessment: The goals of Needs Assessment are to:

1) Determine the kinds of reading to practice (e.g. narrative, newspapers, poetry, reports, lifeskills, etc.).

2) Identify strategies for practicing and improving reading. **Resource:**

Learning to Learn English

LEVEL OBJECTIVE: To read simplified materials.

VARIABLES:
- familiar and unfamiliar topics
- uses visuals and other aids
- with pre-reading assistance
- level appropriate

The goal for reading development for level 300 is to reach level 350. However, it may take learners more than one cycle to achieve this goal. See entry level descriptions.

EVALUATION CRITERIA:
- Answer questions related to text (true/false, wh-, multiple choice, fill-ins, opinions)
- Scan to locate information in text to answer questions
- Interpret graphs, charts and maps
- Identify pronoun antecedents
- Identify main idea
- Identify sequence of narrative
- Retell story orally

Evaluation criteria indicate how students at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

READING DEVELOPMENT UNIT - 300	
READING SKILLS DEVELOPMENT Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	**RESOURCES** Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
READING: Make predictions from visuals, titles and headlines Predict main idea from title Scan to locate information in text Predict meaning of unfamiliar words through context Identify personal, possessive, and demonstrative pronoun antecedents Identify transition words to understand relationship of ideas VOCABULARY: Categorize vocabulary (synonyms, antonyms,) Deduce meaning of compound words Identify prefixes, suffixes, and root words	Teaching How to Learn News for You Making the Most of News for You Newspaper You Read How to Use the Classified Ads How to Use the Newspaper It's Up to You Reading Labels, Descriptions and Newspapers Reading the Want Ads True Stories in the News More True Stories in the News Stories from the Heart Invest in Reading 4A Invest in Reading 4B Using the Want Ads **CAI/AV Resources:** Goal: On the Job (level 1), main idea (newspaper) with corresponding vocabulary

CIVICS/GOVERNMENT LEVEL 300

DEVELOPMENTAL READING : See beginning of level for reading development unit. See resources below. Additional teacher resources: Of the People, For the People; Handbook for Citizenship; Way to US Citizenship; Look at the USA 1

DEVELOPMENTAL WRITING: See beginning of level for reading development unit. See resources below.

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify the three levels of government and current head.	Report info: descriptive: The governor is... He is the head of the state. The mayor is ... He is the head of the city. The president is ... He is the head of the country.	Voices of Freedom 2, p. 42-43 English for Adult Competency 2, p. 193-195 Arlington County brochures News For You (appropriate issues)	Holidays: Presidents' Day Structures: subject pronouns simple present Cross-culture: levels of government
2. Identify three branches of the federal government and describe function of each.	Report info: descriptive: The Supreme Court is the judicial branch. There are nine justices on the Supreme Court. The Congress has two parts. The executive branch enforces the laws.	Voices of Freedom 2, p. 42-43 English for Adult Competency 2, p. 193-195 News for You (appropriate issues) field trips to D.C.	Holidays: Presidents' Day Structures: subject pronouns simple present Cross-culture: function of government
3. State four rights guaranteed by the Bill of Rights.	Report info: descriptive: The Bill of Rights protects/guarantees...	Voices of Freedom 2, p. 47-50	Holidays: Fourth of July Structures: simple present

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CIVICS/GOVERNMENT LEVEL 300

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Explain rights and responsibilities of citizens.	Report info: others: Citizens can hold U.S. passports. Citizens should vote.	Voices of Freedom 2, p. 87	Legal: rights and responsibilities Structures: simple present should Cross-culture: rights and responsibilities of citizens (eg.jury duty, voting, paying taxes)
5. Given an aspect of government, compare and contrast US government with government in native country.	Report info: self: In my country we don't have a President, but we have a Prime Minister.		Structures: simple present comparatives but

CAI/AV: MECC Dataquest: The Presidents; PC USA; Invest Tier 2 Reading 4-6: George Washington (358), Abraham Lincoln (360)

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CONSUMERISM - 300

DEVELOPMENTAL READING: See beginning of level for reading development unit. Stories from the Heart, p. 92-94; Problem Solving, p.42; Expressways 2 Workbook B, p. 40-41; True Stories in the News, unit 17; More Picture Stories, unit 2

DEVELOPMENTAL WRITING: See beginning of level for writing development unit. Stories from the Heart, p. 92-94; Expressways 2 Workbook B, p. 41; Drawing Out, p. 89-90; Springboards, p. 30; More Picture Stories, unit 2

Unit Needs Assessment: See needs assessment appendix for details.

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask and answer questions about credit card applications.	Seek/report info: price: How much interest will I pay? Is there an annual fee? It's $20.00	Expressways 2, p. 137 (credit card applications) ETC 3 Reading/Writing, unit 6 It's Time to Talk, p. 93	Structures: Questions: wh & yes/no Future Cross-culture: responsibilities in contracts
2. Identify ways to economize and save money.	Express opinions: I don't think we can afford it. We can save more if we buy this one. ... is more expensive/cheaper than ... ... has the cheapest ...	Problem Solving, p. 42-59 Expressways 2, p. 136 Expressways 2 Wkbk B, p. 39 American Vocabulary Builder 2, p. 62-63 More Picture Stories, unit 2 A Conversation Book 2, unit 7 ETC 4 Reading/Writing, unit 4 It's Time to Talk, p. 49, 92	Structures: Can If clauses: real present Comparatives/superlatives Cross-culture: methods of payment; bargaining, sales, coupons
3. In a store simulation, exchange and return merchandise, including a statement of the problem.	Express needs: I'd like to exchange this. I'd like a refund. Express satisfaction: I'm not satisfied. These shoes are not comfortable. This fan is too noisy.	Real Life English 3 Wkbk, p. 33 Lifelines 3, unit 7 Expressways 2, p. 65, 162-163 A Conversation Book 2, p. 124, 132 ETC 4 Reading/Writing, unit 5 ETC 4 Listening/Speaking, unit 5	Structures: Would like Too Demonstratives Cross-culture: procedures for returning/exchanging

CONSUMERISM - 300

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Make consumer complaint about goods or services, eg. at a store, restaurant, auto repair shop, etc.	Express Satisfaction: I'm not happy with the service. Give warnings: I'd rather not have to... I'm going to refer this to my lawyer. If you don't..., I will...	Write from the Start, p. 66-67 Problem Solving, p. 30-34 Expressways 2, p. 166 A Writing Book: English for Everyday Living, p. 174 A Conversation Book 2, p. 136-137, 140	Telephone: requests Transportation: request service Legal: legal aid resources Structures: Would rather If clauses: real present Cross-culture: how complaints are made in native country
LIFESKILLS READING/WRITING OBJECTIVES		**RESOURCES**	**INTEGRATION**
5. Fill out credit card applications.		A Writing Book, English for Everyday Living, p. 74 ETC 3 Reading/Writing, p. 78 applications	Getting Started: forms Work: applications Health: medical history
6. Given written advertisements, identify savings.		Real Life English 3, p. 66-67 ETC 4 Reading/Writing, p. 52-55	
7. Write consumer letter of complaint. (See possible contexts in objective 4.)	Report info: condition: I bought this... and it isn't working. Express satisfaction: I'm not satisfied with the quality. Express need: Please send me a refund.	Write Stuff: Lifeskills Writing, p. 29-35 A Writing Book: English for Everyday Living, p. 173 Lifelines 3, p. 47-48 Real Life English 3 Workbook, p. 35 Writing It Down, p. 78-81	Structures: Simple present Simple past Present continuous Imperative
8. Write letter of request.	Express needs: I am writing to ... Would you please send me ...	Writing It Down, p. 76-77 Invest in Writing 2, p. 36-37	Legal: letter of request
CAI/AV: Invest Lifeskills on-line: Comparison Shopping, Invest Lifeskills Book: Money Munchers, Money Sense; Goal Reading level 1 Main idea			

HEALTH LEVEL 300

DEVELOPMENTAL READING: See beginning of level for reading development unit. Problem Solving, p. 93, 94 Stories from the Heart, p. 89-91. True Stories in the News, units 3, 18. ETC 4 Reading/Writing, ch. 2. More Picture Stories, unit 4.

DEVELOPMENTAL WRITING : See beginning of level for writing development unit. Getting Together, p. 78-81. Write from the Start, p. 26. Stories from the Heart, p. 89-91. ETC 4 Reading/Writing, ch. 2. More Picture Stories, unit 4. Springboards, p. 22-23.

Unit Needs Assessment: See needs assessment appendix for details.

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Request information about health services in the community.	Seek info: location, price I'd like information about health clinics. Can you tell me where I can get a TB test? How much does.... cost?	It's Time to Talk, p. 91 Telephone Blue pages local agency brochures (Arlington Free Clinic, Fenwick Center) Field trip to the Arlington Courthouse Information Center	Legal: request info Structures: Would like Embedded questions Cross-culture: cost/availability of health care
2. Given a visit to a doctor or dentist, describe illnesses and injuries.	Express condition I've had a fever for three days. I sprained my ankle. I lost a filling. My daughter has been throwing up. My son has not eaten for 2 days. My child has a fever.	Expressways 2, p. 53, 55 Expressways 2 Workbook A, p. 53 Lifelines 3, ch. 10-11 American Vocabulary Builder 2, p. 70-71 More Picture Stories, unit 4 ETC 3 Listening/Speaking, p. 99	Legal: describe crime Structures: Present perfect Simple past Simple present Cross-culture: what people do when they are sick
3. Ask for clarification and elaboration about treatments and prescriptions.	Make/respond to request: clarification: Excuse me, could you explain that again? What does ... mean? How often should I take it? Are there any side effects?	Expressways 2, p. 55, 56 Expressways 2 Workbook A, p. 56	Work: follow directions Structures: Could, should Questions: wh & yes/no Cross-culture: pharmacies, generic drugs, home remedies

HEALTH LEVEL 300

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Call work or child's school to explain absence.	Report info: self: I am Maria Alvarenga. Report info: cause/effect: My son, Jose Alvarenga, won't be at school today because has the measles.	Working in English 2, ch. 8 English for Adult Competency 2; p 50	Telephone: messages Structures: Because Simple present Cross-culture: acceptable reasons to stay home
5. Request permission to leave work early.	Seek permission: Could I leave at 3:00 tomorrow? Express need: I need to take my son to the doctor.	Expressways 2; p 114-115	Structures: Could Cross-culture: acceptable reasons for leaving early
LIFESKILLS READING/WRITING OBJECTIVES		**RESOURCES**	**INTEGRATION**
6. Complete basic medical history form.		Expressways 2 Workbook A, p. 55 Real Life English 3, p. 96 Invest in Writing 5, p. 70-78 ETC 3 Listening/Speaking, p. 97-98	Consumerism: credit card Getting Started: ID form Working: application
7. Given simplified medicine labels, explain dosage and warnings.		Expressways 2 Workbook A, p. 57-58 Stepping Out, activity 18 ETC 3 Listening/Speaking, p. 102 Real Life English 3 Workbook, p. 47	
8. Write a note explaining medical problems, e.g. medical appointment, child's absence or early pick-up.	Seek permission: Please excuse....because Please allow...	Expressways 2, p. 145 Expressways 2 Workbook B, p. 47 A Book of Forms, p. 151, 154 You and Your Child's Teacher, p. 16 Writing It Down, p. 56-59	Structures: Simple present Because

CAI/AV: Core: Better, Not Bitter; Goal: Staying Healthy Reading Level 1 Main idea; Reading for Everyday Living: Medicine Labels; Invest: Tier 2 Reading level 1: Household Child Safety (213), AIDS Prevention (190)

HOLIDAYS AND SPECIAL OCCASIONS-300		
READING AND WRITING DEVELOPMENT: See beginning of level for reading and writing development units. See resources below.		
Needs Assessment: Classes are not expected to cover all holidays/special occasions. Students select one or two that they would like to study.		
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**INTEGRATION**
1. State importance of holiday/special occasion.	Report info: descriptive: We celebrate Memorial Day to remember U.S. soldiers.	Structures: Simple present
2. Describe how and when holiday/special occasion is celebrated.	Report info: descriptive: For birthdays, we have big parties with a lot of music and food.	Structures: Simple present
3. Identify historical events and figures.	Report info: descriptive: Martin Luther King Jr. fought for equal rights for everyone.	Structures: Simple past
4. Compare and contrast a holiday/special occasion with holiday/special occasion in native country.	Report info: self, descriptive In my country, people give each other presents on New Year's Day, but they don't in the US. Christmas is warmer in my country than in Virginia.	Structures: Simple present But Comparatives

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HOLIDAYS AND SPECIAL OCCASIONS-300

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holiday's in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Groundhog's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day Halloween Columbus Day	Election Day Veteran's Day Thanksgiving Day Christmas Other: Friday the 13th religious holidays Cross-culture: birthdays marriages births/deaths Friday 13th holidays in students' native countries	ESL Holiday Teacher's Kit Let's Celebrate America Voices of Freedom 2 It's Time to Talk, p. 175 Field trip: memorials, museums, National Archives, The Capitol, Arlington Cemetery

CAI/AV: PC Globe; PC USA; MECC Dataquest: Presidents; Prodigy - encyclopedia

LEGAL SERVICES LEVEL 300

DEVELOPMENTAL READING: See beginning of level for reading development unit. The Chicken Smells Good; p. 130, 151; 159-172. True Stories in the News; p.53 Problem Solving (Units depend on legal contexts chosen.)

DEVELOPMENTAL WRITING: See beginning of level for writing development unit. Springboards; "You be the Judge" (selected topics). More Picture Stories; Unit 16.

How to use this unit: The class selects a context or contexts within which to accomplish the lifeskills objectives. See below for suggested contexts and unit objectives. The resources listed across from the objectives relate primarily to language development. Content resources are suggested directly below. Also see CAI/AV resources at the end of the unit.

Teachers should be careful about giving legal advice. The purpose here is to help students identify appropriate resources and to develop the language skills needed to seek and comprehend legal advice.

Legal Contexts:

abuse (child abuse - ca, spouse -sa)
crime prevention (cp)
consumer rights (cr)
court system (cs)
housing (h)
immigration (i)
job discrimination (jd), eg. document, national origin, and sex
local law (ll)
rights and responsibilities of citizens (us)
sexual harassment (sh)
state law (sl)
traffic law (tl)

Context Resources

ESL for Action, unit 7 p. 120-123, 141-144 (h)
English for Adult Competency 2, p. 104-105, 182 (h), p. 179-182, 197 (cs), p.89-90 (tl), pg. 176-77 (problem solving)

Job Discrimination Curriculum (jd)

Arlington Information Directory (all)
Arlington County brochures located in Courthouse (all)
Arlington Traffic citation (tl)
Drivers' Manual (tl)
Immigration pamphlets (i)

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals, describe a lost child or criminal.	Report info: descriptive: (color, size, condition): He was about 5'6" and very thin. It was too dark to see. She was wearing a blue jacket. He was taller than I am.	Lifelines 3, Ch 14 The Card Book, Unit 7 Listen to Me, Unit 17 Now Hear This, Ch. 14 Wanted posters	Structures: Past tenses (simple, past continuous) Very, too Adjectives + noun Comparatives Cross-Culture: when to call police, role of "witnesses"

LEGAL SERVICES LEVEL 300

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
2. Given visuals, describe a crime such as theft or an accident.	Report info: descriptive: I was robbed. The man fell down in the street. She was driving fast.	Lifelines 3, Ch 13 and 14 Input/Output, Unit 6 (T) Listening Tasks, Unit 6 (T)	Health: describe injuries Structures: Past tenses (simple, continuous) Adverbs of means Cross-culture: when to call police, fear of police
3. Given a legal issue, ask and answer questions to identify resources.	Seek advice: What should I do when/if...? Who should I call when/if...? Give advice: You should/have to do/call___.	Problem Solving (by contexts; see table of contents) Student generated problems	Health: identify services Structures: Should, have to Cross-culture: sources for legal information, cost
4. Given a legal issue, identify the problem(s), possible solutions and consequences.	Expressing opinions/Give advice: The problem is (that) ____. You should(n't) ____.	Problem Solving (by contexts; see table of contents) Student generated problems	Structures: Should, have to
LIFESKILLS READING AND WRITING OBJECTIVES		**RESOURCES**	**INTEGRATION**
5. Complete simplified theft, crime, or accident report.		Arlington Police Accident forms	Getting Started: personal ID Health: medical history
6. Given written information such as brochures or directories, identify resources for a legal issue/problem.		Here to Stay in the USA, p. 93 (visual) Arlington County Directory Arlington County brochures Yellow and Blue Pages	Telephone: County Directory, yellow pages
7. Write a letter requesting information about a legal issue/problem.		Invest: Buyer Beware, Buyer Be Wise	Consumerism: letter of request
CAI/AV: GOAL: Lifeskills level 1, Inferences (Getting Help and Renter's Rights); GOAL : Lifeskills level 2 Facts (Neighborhood Watch and Jury Duty)			

TELEPHONE/COMMUNICATION LEVEL 300

DEVELOPMENTAL READING: See beginning of level for reading development unit. Picture Stories, unit 16. Input/Output, unit 10; Get Ready! Go! Home Free!, p. 179

DEVELOPMENTAL WRITING: See beginning of level for writing development unit. Write From the Start, p. 20-21; Springboards, p. 47; Picture Stories, unit 16

Unit Needs Assessment: See needs assessment appendix for details.

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Report information from recorded telephone messages, including multiple-step automated instructions.	Respond to instructions: If you want...press 1. If you need assistance, stay on the line. Report info: time, location, price: The movie begins at 7:30 They said the train will arrive ... The address for the clinic is...	Tuning Into Spoken Messages, units 3, 4 (T) 44+ Ways to Use Answering Machines, various activities Recordings: bus, train, airline, museums, zoo, weather, movies, 800 numbers (government agencies)	Transportation: directions Work: instructions Structures: Reported speech
2. Take and leave messages on the telephone.	Ask someone to do something: May I please leave a message? Can I take a message? Please tell her to call me/that I called. Make/respond to request: clarification: Excuse me? Can you repeat that ?	Lifelines 3, unit 12 Great Ideas, unit 5 (T) ETC 2 Reading/Writing, p. 74-75 Writing It Down, p. 28-33 teletrainer	Getting Started: personal ID Health: call in sick Work: instructions Structures: Can, may Imperatives Cross-culture: appropriate times to call
3. Call utility company to ask about a bill.	Express complaint: There is a mistake on my bill. What should I do? There is a long distance call to Alaska on my phone bill. I didn't make the call.	Student generated dialogues	Getting Started: personal ID Transportation: describe problem Health: describe problem Structures: There is/are Simple Past

TELEPHONE/COMMUNICATION LEVEL 300

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Call utility company to request service or repair.	Report info: condition, price My telephone/gas stove is not working. I can't call out. How long will it take? How much will it cost? Express needs: I need my telephone hooked up at my new address. I am moving and need	Student generated dialogues	Structures: Simple present Present continuous Wh questions
LIFESKILLS READING AND WRITING OBJECTIVES		**RESOURCES**	**INTEGRATION**
5. Given telephone bills, identify total of the bill, number of calls, etc.		Real Life English 3, p. 18-19 Lifeskills Reading, p. 53-55 ETC 2 Reading/Writing, p. 69 Using the Telephone Skills Practice, 25-26 ETC 3 Reading/Writing; p. 85-86 bills from phone companies	Consumerism: bills
6. Given yellow pages or other telephone directory, find specified listings.		How to Use the Telephone Book, unit 4 Real Life English 3, p. 23-24 A Conversation Book 1, p. 86, 90 Springboards, p. 40-41 It's Time to Talk, p. 84 Northern Virginia Yellow Pages Arlington Yellow Pages Arlington County Services Directory	Health and Legal: locating appropriate services
CAI/AV: GOAL: Lifeskills (level 1), Main Idea with vocabulary disk (Yellow pages).			

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TRANSPORTATION LEVEL 300

DEVELOPMENTAL READING: See beginning of level for reading development unit. Stories from the Heart, p. 46-51; Real-Life English 3, p. 113-115; True Stories in the News, unit 7; Stories to Tell Our Children, unit 12; Problem Solving, p. 60-64, 75 (Ursala)

DEVELOPMENTAL WRITING: See beginning of level for writing development unit. Stories from the Heart, p. 47-51; Stories to Tell Our Children, unit 12

Unit Needs Assessment: See needs assessment appendix for details.

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Ask for and give directions to various locations (e.g. school, home, airport, library).	Seek/report info: direction: Take Route 50 to Fillmore St. My house is the third on the right. Can you tell me how to get to the... Make/respond to request: clarification: Excuse me. Could you please repeat?	Real-Life English 3, p. 117-118 Breaking the Ice, units 5 and 9 (T) Lifelines 3, units 5 and 6 Talkativities, p. 49-50 Here to Stay in the USA, p. 118	Telephone: follow directions Work: instructions Structures: Imperatives
2. Given a destination, ask and answer questions about bus/metro schedule and fare.	Seek/report info: direction: How do I get to ... from here? Take the 4B bus and transfer at Ballston. Make/respond to request: clarification: Excuse me. Which bus?	Side by Side 2, p. 60 Expressways 1, p. 24 English for Adult Competency 2, p. 77-78 Transit Authority information	Structures: Wh-questions Imperatives
3. Describe a problem with a car and request service.	Report info: condition, descriptive: My car won't start. The engine is making a noise. Request assistance: I'd like you to look at it.. Can you give me an estimate?	New Oxford Picture Dictionary, p. 50-51 Here to Stay in the USA, p. 113 English for Adult Competency 2, p. 82-84 Listening Tasks, unit 13 (T)	Telephone: request service Consumerism: complaints Legal: describe problem Structures: Present continuous Yes/no questions

TRANSPORTATION LEVEL 300

OBJECTIVES	FUNCTIONS/SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Identify basic driving laws and signs.	Report info: descriptive, signs: The speed limit is 55 miles per hour. This means it's a car pool lane. Give/respond to warning: You shouldn't drive so fast. You're right. I will slow down.	ETC 3 Reading/Writing, p. 38-39 Lifeskills 2, p. 86 Expressways 2, p. 143 44+ Ways to Use Answering Machines, Fairfax County Traffic Court Field trip to traffic court	Legal: traffic laws Structures: Modals Simple present Cross-Culture: differences in traffic laws
5. Given a moving violation, ask and answer questions with the police.	Seek/report info: self: What did I do wrong? You were speeding. Express apologies: I'm sorry. It won't happen again.	Here to Stay in the USA, p. 117 (visual) Expressways 2, p. 142	Legal: traffic laws Structures: Simple past Past continuous Cross-culture: talking with police

LIFESKILLS READING/WRITING OBJECTIVES	RESOURCES	INTEGRATION
6. Read and interpret parking tickets.	Competency in English, p. 64 Sample parking tickets	Legal: traffic citations
7. Given a map and destination, locate streets and determine route.	Here to Stay in the USA, p. 119 Invest: Planning Trips/Using Road Maps, sections 2-4 ETC 2 Reading/Writing, p. 141-143 Road maps of Northern Virginia	Getting Started: maps
8. Write directions to a given location.	Invest in Writing: Book 1, Section 3	

CAI/AV: Invest Survival (online): Planning Trips, lessons 210-211; English Express Language Builder: The Car; GOAL: Lifeskills 1 Facts (Driver's License and Parking Ticket); GOAL: Lifeskills 2 Main Idea.

US HISTORY OF THE USA LEVEL 300

DEVELOPMENTAL READING AND WRITING: See beginning of level for reading and writing development units. Content Area ESL: Social Studies; Introducing the USA; The Way to US Citizenship; Voices of Freedom 2; ESL Teacher's Holiday Kit

Unit Needs Assessment: Students select a historical period or periods. See historical periods on the next page.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. Describe major events, issues, and/or individuals in historic period.	Report info: descriptive, chronological: The Civil War began in 1861. Abraham Lincoln signed the Emancipation Proclamation.	Related Holidays Structures: Simple past
2. State cause and effects of major events.	Report info: cause/effect: The colonists were unhappy because they wanted independence.	Related Holidays Structures: Simple past Because
3. Given a student's native country, describe a historic event or period (see objectives 1 and 2) in writing.	Report info: self: Our Independence Day is September 5. Our country had a civil war.	Related Holidays Structures: Simple present Simple past

CAI/AV: PC USA; MECC Dataquest: The 50 States, Presidents

US HISTORY - LEVEL 300
HISTORICAL PERIODS: Points to Cover

Exploration and Early Colonies
1. The first Americans.
2. Christopher Columbus and his explorations. Other major explorers.
3. The first settlers and why they came.

Americans Fight For Freedom
1. The 13 colonies and their early forms of government.
2. Problems between the colonies and England.
3. The Revolutionary War.
4. The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal".
5. The Articles of Confederation and the Constitution.

The Nation Grows
1. The territories added in the 19th century.
2. Lewis and Clark: explorers of the Northwest.
3. Reasons for westward expansion.

The Civil War
1. Causes of the Civil War.
2. The Union and Confederate States.
3. Abraham Lincoln and his importance to US history.
4. Changes after the Civil War.

The Industrial Age and Early Immigration
1. The industrial age and important inventions.
2. Major ethnic groups that have come to the US. Why they came and where they settled.

The World Wars
1. The reasons the US fought in World War I.
2. The results of World War I.
3. Causes of the Depression.
4. Ways the government helped the people.
5. Major events of World War II

After World War II
1. The 'Cold War'
2. Major issues of the Civil Right's Movement.
3. Martin Luther King, Jr.
4. The Vietnam War and the US involvement in the conflict.
5. John F. Kennedy

WORKING IN THE USA LEVEL 300

DEVELOPMENTAL READING: See beginning of level for reading development unit. Stories from the Heart, p. 8-10, 102-107, 114-116; The Working Experience 3; More Picture Stories, units 5, 8; ETC 4 Reading/Writing, Ch. 9; ETC 3 Reading/Writing, Ch. 4; Problem Solving; Unit 6.

DEVELOPMENTAL WRITING: See beginning of level for writing development unit. Stories from the Heart, p. 8-10, 102-107, 114-116; Drawing Out, p. 53-54, 91-92; The Working Experience 3; More Picture Stories, units 5, 8

Unit Needs Assessment: See needs assessment appendix for details.

LISTENING/SPEAKING OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Inquire about job openings on the phone and/or in person.	Seek/report info: descriptive, self: I'm calling about your ad for a ... Is that position still open?	Day by Day, p. 2-4 Expressways 2, p. 41 It's Up to You, unit 4 (T)	Structures: Present continuous Yes/no questions Cross-culture: approaches to finding job; who advertises with 'help wanted' signs
2. Ask and answer questions in a job interview.	Seek/report info: self, capability, time: I'm working in Crystal City. I know how to use a ... I worked as a ... for ten years? When does the job begin? Can you tell me about the schedule?	Lifelines 3, unit 2 Expressways 1, p. 42-43 Day by Day, p. 4-17	Getting Started: personal ID Structures: Present continuous Simple past Questions: wh & yes/no Cross-culture: appropriate questions to ask in an interview, work eligibility documents
3. Request information about training opportunities, raise, or promotion.	Express/inquire about needs: I would like some information about ... Could you tell me what I need to do... Seek permission: Could I talk to you about ..	Working in English 2, ch. 15 The Working Culture 2, ch. 3 Speaking Up at Work, Unit 11, part 2	Structures: Could Yes/no questions Would like

WORKING IN THE USA LEVEL 300

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Clarify preferences for employment.	Express preferences: I prefer to work indoors. I like to work with people. I don't like to work with computers.	Real Life English 3, p. 99-100 Real Life English 3 Workbook, p. 49 Vocabulary Builder 2, p. 56-57 Getting Together, p. 138-139 The Working Culture 2, ch. 1, 2, 5 Breaking the Ice, ch. 4 (T) Great Ideas, unit 11 (T) A Conversation Book 2, p. 56-58 ETC 4 Speaking/Listening, unit 9	Getting Started: future goals Structures: Simple present Verb to
5. Give and follow multiple step oral instructions and follow multiple step written instructions.	Instruct/respond to instructions: First..., Then...	Expressways 2, p. 72-75 Breaking the Ice, ch. 7 (T) Working in English 2, ch. 9 Day by Day, p. 26-30	Telephone: take and leave messages Structures: Sequence markers Imperative
6. Ask for clarification.	Seek/respond to request: clarification: Excuse me, can you repeat that? What is the 2nd step again?	Working in English 2, Ch. 9 Expressways 1, p. 173	Cross-culture: asking for clarification
7. Warn co-workers and respond to warnings of dangerous, unsafe conditions.	Give/respond to warnings: Be careful! Thanks for warning me. Advise someone to do something: We must evacuate the building.	Expressways 2, p. 155 Expressways 2: Wkbk B, p. 56 Working in English 2, Ch. 13 Day by Day, p. 82-85	Getting Started: seasonal emergencies Structures: Imperative Must
8. Given pay stubs, identify deductions and request correction of an error.	Express complaints: I think there's a mistake. I worked 40 hours, so I should get paid...	Working in English, p. 56-58 ETC 3 Reading/Writing, p. 50-51	Structures: Should Simple past

WORKING IN THE USA LEVEL 300

LIFESKILLS READING AND WRITING OBJECTIVES		RESOURCES	INTEGRATION
9. Interpret simplified want ads.	Seek/report info: signs/symbols "P/T" means part time. "immed" means immediately "exp" means experience	Expressways 2: Workbook A, p. 41 Real Life English 3, p. 102-103 Real Life English 3 Workbook, p. 51, 54 Getting Together, p. 143	
10. Complete simplified application for job or job training.		Real Life English 3, p. 108-109 May I Help You, p. 139 A Conversation Book 2, p. 62 Writing It Down, p. 16-17, 19 ETC 3 Reading/Writing, p. 55	Consumerism: credit card Getting Started: personal ID Health: medical history
11. Complete work related forms: i.e. W-4, I-9 eligibility form, state and local tax forms to include information from W-2.		A Writing Book: English in Everyday Life, p. 138 The Write Stuff: Lifeskills Writing, p. 11-13 Invest in Writing 2, p. 56-62 Job Discrimination Curriculum (MIRA), p. 10-27 tax forms	
12. Given emergency material, identify safety regulations.		Working in English 2, p. 156	Getting started: emergency procedures

CAI/AV: VA View Previews; Goal Reading: On the Job level 1 facts; Goal Vocabulary: On the Job level 1 & 2; Goal Reading: Safety Manual; Invest reading tier 2 level 1 (* learner selects based on interests): community service officers (91), cab drivers (89), painters (88), guards (87), firefighters (86), fishermen (85), truck drivers (84), landscapers (83), custodians (92), lumber salesmen (90), electricians (255), construction workers (254), cosmetologists (253), grocery baggers (252), bellhops (251), mechanics (250), waiters/waitresses (249)

STRUCTURES-300

STRUCTURE	UNIT	RESOURCES
ADJECTIVES/PRONOUNS:		
adjective + noun	Legal	Grammar Handbook 1; p. 127-129
comparative	Consumerism, Civics, Holidays, Legal	Side by Side 2; p. 36-38, 43
demonstrative (that, this)	Consumerism	
superlative	Consumerism	Side by Side 2; p 51-53
ADVERBIALS:		
cause/reason	Getting Started, Health, History	
means (quickly, slowly)	Legal	Side by Side 2; p. 66
sequence markers (first, then)	Work	
very/too/enough	Consumerism, Legal	
CONDITIONAL CLAUSES:		
real present	Consumerism	Side by Side 2; p. 69
CONJUNCTIONS:		
but	Civics, History, Holidays	Grammarwork 2; p. 82 Side by Side 3; p. 129
MODAL VERBS:		
can	Civics, Consumerism, Telephone	Grammarwork 2; p. 64
could	Health, Work	
may	Telephone	Grammarwork 2; p. 64
must/have to	Getting Started, Civics, Legal, Work	Grammarwork 2; p. 72
should	All Units (not Holidays, History)	
would like (noun, to)	Consumerism, Health, Work	Grammarwork 2; p. 65
would rather/prefer	Consumerism, Work	Grammarwork 3; p. 87-88 Grammarwork 4; p. 58
REPORTED SPEECH:	Telephone	Grammarwork 3; p. 102
VERBS:		
future	Getting Started, Consumerism	Side by Side 1; p. 118-119
imperative	Getting Started, Consumerism, Telephone, Transportation, Work	Grammarwork 2; p. 59
past continuous	Legal, Transportation	Side by Side 2; p. 76-77

STRUCTURES-300		
STRUCTURE	**UNIT**	**RESOURCES**
VERBS: (cont.)		
present continuous	Consumerism, Legal, Telephone, Transportation, Work	Grammarwork 2; p. 31 Skill Sharpeners 1; p. 67 Write from the Start; p. 121, 125
present perfect (continuous)	Getting Started, Health	Side by Side 3; unit 4 Side by Side 3 Activity Workbook; p. 33-34
simple past	All Units	Grammarwork 3; p. 28-20, 33 Grammarwork 2; p. 39 Real-Life English Grammar; p. 35
simple present	All Units	Grammarwork 3; p. 17, 19 Grammar Handbook 1; p. 70-75
verb/infinitive	Getting Started, Work	
QUESTIONS:		
wh	All Units	Grammarwork 3; p. 36 Grammarwork 2; p. 57 Write from the Start; p. 125
yes/no	Consumerism, Health, Legal, Work	Grammarwork 2; p. 40 Side by Side 1 Workbook; p 136-137 Grammar Handbook 1; p. 7-9
embedded	Health, Transportation	

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LEVEL 350

ENTRY LEVEL DESCRIPTIONS: 350

350 (Intermediate): Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

SPEAKING	LISTENING	READING	WRITING
Functions independently in most face to face routine social and work situations. May need to repeat to be understood. Relies on learned phrases and attempts spontaneity, but with hesitation and pauses. Has increasing, but inconsistent control of basic grammar. Communicates on phone in survival situations, but usually needs to repeat. Asks and responds to questions on familiar and some unfamiliar subjects. Can occasionally clarify general meaning by rewording. May switch to primary language.	Understands conversations on familiar topics when spoken slowly and/or with repetition. Can identify main topic of conversation and some supporting detail on familiar material related to everyday topics. Has limited ability to understand in non-contact situations (e.g. telephone). Understands simple oral instructions. May need repetition.	Can interpret abbreviations for words previously learned in the context of specific topics (e.g. housing, employment). Can read short simplified materials on familiar and unfamiliar topics if visuals or other aids are included. Can relate titles to simple texts. May have some ability to guess vocabulary in context. Can demonstrate understanding by answering factual questions, orally and in writing (e.g. true/false, wh-). Given clues (e.g. first, next), can identify the sequence of a simple narrative passage.	Completes a variety of simplified forms. Given a model on a familiar topic, writes a simple paragraph. May not have a main idea or stay on topic. Attempts to elaborate. Has increasing, but inconsistent, control of basic grammar. May attempt to use more complex grammar, with limited control. Writes complete simple sentences using correct word order. May write compound and complex sentences.

REEP ESL PROGRESS REPORT: LEVEL 350

Marking System:

+ = Achieved competency/function

√ = More practice is needed

A = Absent

NC = Not covered

Getting Started:

___ 1. Exchange greetings
___ 2. Introduce self/others
___ 3. Ask/answer questions: others
___ 4. Complete personal identification forms
___ 5. Locate points on map
___ 6. Describe native country/hometown
___ 7. Give directions: home/school
___ 8. Identify school rules
___ 9. Respond to emergency procedures
___ 10. Describe future goals
___ 11. ______________________________

Civics/Government:

___ 1. Identify 3 levels of government and heads
___ 2. State functions of local/state government
___ 3. Identify branches/functions: federal govt.
___ 4. Identify parts of constitution/purpose
___ 5. Compare rights/responsibilities: U.S./other
___ 6. Identify voting requirements
___ 7. Compare/contrast U.S. government/other
___ 8. ______________________________

Consumerism:

___ 1. Select checking/savings account
___ 2. Compare credit cards
___ 3. Fill out credit card application
___ 4. Specify personal needs/request information
___ 5. Make consumer complaints
___ 6. Respond to solicitations
___ 7. ______________________________

Health:

___ 1. Explain prescription dosage
___ 2. Fill out medical history forms
___ 3. State safety precautions/hazards: home
___ 4. Make an appointment/state symptoms
___ 5. Describe an injury
___ 6. Give advice: first aid
___ 7. Write a letter explaining illness
___ 8. ______________________________

Holidays/Special Occasions:

___ 1. State importance
___ 2. Describe how/when celebrated
___ 3. Identify historical figures/events
___ 4. Compare/contrast: holidays in own country

Legal Services:

___ 1. Describe a crime
___ 2. Complete crime/accident report
___ 3. Identify resources for legal problem
___ 4. Make phone inquiries: legal problem
___ 5. State rights and responsibilities
___ 6. Identify problems, solutions, consequences
___ 7. ______________________________

Media:

___ 1. Identify sections of newspaper
___ 2. Use newspaper index
___ 3. Make predictions

Student Name:

Teacher Name:

Level:

Start date:

Type:

Media: (cont)

___ 4. Identify main idea
___ 5. Identify product, audience, message
___ 6. Ask/answer questions: TV shows
___ 7. Ask/answer questions: weather forecast
___ 8. State preferences: movies, TV, radio
___ 9. ______________________________

Telephone/Communication:

___ 1. Take/leave phone messages
___ 2. Report information: recorded messages
___ 3. Leave message: answering machine
___ 4. Record phone message
___ 5. Request information
___ 6. Call utility co.: service, repair, installation
___ 7. ______________________________

Transportation:

___ 1. Interpret maps: symbols, grids, charts
___ 2. State route to destination
___ 3. Ask for/give directions
___ 4. Plan a trip
___ 5. Make appointment for driver's test
___ 6. Complete drivers' license application
___ 7. Report theft/loss
___ 8. Report an accident
___ 9. Complete accident form
___ 10. ______________________________

U.S. History: Period______________________

___ 1. Describe major events
___ 2. State causes and effects
___ 3. Describe historical period in own country
___ 4. ______________________________

Working in the U.S. 1: Finding Work:

___ 1. Identify resources: jobs/training
___ 2. Interpret want ads
___ 3. Inquire about job by phone
___ 4. Describe past/present job duties
___ 5. State future goals
___ 6. Ask/answer questions: interview
___ 7. Fill out job application
___ 8. Identify worker rights/responsibilities
___ 9. ______________________________

Working in the U.S. 2: On the Job:

___ 1. Give and follow instructions
___ 2. Ask for/give clarification
___ 3. Request a schedule change
___ 4. Identify safety and emergency regulations
___ 5. Apologize/respond to apologies
___ 6. Respond to praise/criticism
___ 7. Offer/respond to suggestions
___ 8. Identify problems, solutions, consequences
___ 9. ______________________________

Writing Level Objective:

___ Write a simple paragraph

Reading Level Objective:

___ Read non-simplified material

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	PROGRESS
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date:______________________________

Retained (level)__________________ Promoted (level) ______________ Withdrew______

INDEX OF FUNCTIONS: LEVEL 350

	Get Start	Civics	Cons	Health	Holi	Legal	Media	Tele	Trans	US Hist	Find Work	Work
Seek & Report Information												
Capability											*	
Cause/effect				*						*		*
Description (color, size, condition, etc.)		*	*	*	*	*	*	*	*			*
Location/direction	*						*		*			
Objects/signs/symbols											*	
Quantity/price			*						*			
Self/others	*	*			*	*		*		*	*	
Time/chronological information				*	*	*	*	*	*	*	*	
Make/Respond to Requests for Clarification			*			*		*	*			*
Express & Inquire about Opinions, Attitudes												
Likes/preference/satisfaction/compliments			*				*		*		*	*
Needs/wants/intentions	*			*					*		*	
Regrets/apologies/sympathy			*					*				*
Gratitude/surprise									*			
Complaints			*					*				*
Opinions						*	*					
Express/Inquire about conditions (health,pain,worry,mood)				*								

	INDEX OF FUNCTIONS: LEVEL 350											
	Get Start	Civics	Cons	Health	Holi	Legal	Media	Tele	Trans	US Hist	Find Work	Work
Make & Respond to Directives:												
Advise, ask; and instruct s.o. to do sth/seek advice	*			*		*		*			*	*
Respond to instructions/directives	*											*
Request assistance								*	*			
Give/seek permission				*								*
Give/respond to correction/warning												*
Make/respond to invitations												

RESOURCES: LEVEL 350

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXT

44+ Ways to Use Answering Machines
Alice Blows a Fuse
All About the USA
America's Story 1 & 2
Basic Writing
Breaking the Ice (T)
By the People, For the People
Card Book
Choices: Consumer Sense
Choices: Discovering Your Community
Choices: Housing
Choices: It's Your Right
Clues to Culture
Communication Skills that Work 1
Composition Practice Book 2
Content Area ESL
Conversation Book 2
Drawing Out
English for Adult Competency 2
ESL for Action
ETC Series 2, 3, 4, 5 (All Texts)
Even More True Stories
Expressways 1 & 2
Expressways 1 & 2 Workbooks
Far From Home
Getting Together
Grammarwork 2, 3, 4
Handbook for Citizenship
Highlights of American History
How to Use The Telephone Book
Input/Output (T)
Invest in Writing: Workbook 3
Invest: Buyer Beware, Buyer Be Wise
Invest: Finding Your Way in the World of Travel
Invest: Buy Now, Pay Later
Invest: How to Buy a Used Car
Invest: The Job Hunt
Invest: Emergency First Aid and Home Safety
It's Time to Talk
It's Your Right
Javier Arrives in the US
Job Discrimination Curriculum (MIRA)
Lifelines 3 & 4
Lifeskills 2
Lifeskills Writing Exercise Book
Listen For It (T)
Listening Tasks (T)
Look Who's Talking
Look at the USA 1
Making the Most of News For You
More Picture Stories
More True Stories
Moving On (T)
Our Own Stories
Please Write
Problem Solving
Put It In Writing
Read Right!
Reading Ad, Reference Material and Legal Documents
Reading Workout
Reading Skills that Work 2
Reading Labels, Directions & Newspapers
Real-Life English 3
Real-Life English 4
Side by Side 2, 3, 4
Skill Sharpeners 3
Skill Building with the Newspaper
Small Talk (T)
Springboards
Strategies in Listening (T)
Take Care of Yourself
Talkativities

RESOURCES: LEVEL 350

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publishers' information.

TEXT (cont.)

Teaching How to Learn
Tuning into Spoken Messages (T)
Using the Want Ads
Using the Newspaper in the ESL Classroom
Way to US Citizenship
What's Up? American Idioms
Working Culture 2
Working in English 2
Write from the Start
Write Soon
Writing It Down
Writing Activities for Newspaper Readers
Writing Challenge

CAI/AV

Goal
Invest
MECC Dataquest
PC Globe
PC USA
Virginia View

VIDEOS

English Works

OTHER

News For You

(T) = Tape available

GETTING STARTED 350

COURSE NEEDS ASSESSMENT: See needs assessment tools chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

Developmental Reading: See end of level for objectives. Our Own Stories, Units 8, 9, 10, 11; Far From Home, Unit 4; The New Arrival 2, Unit 1, 19, 20; Reading Workout, Unit 2

Developmental Writing: See end of level for objectives. Write From The Start, p. 3, 84, 93; Composition Practice 2, Unit 1, 4; Please Write, Unit 1, 22; Write Soon, Ch. 3

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Exchange greetings, using appropriate social registers.	Seek/report info: self/others: Hey, how's it going? Hi! How are you? Hello! How are you doing?	Expressways 2, p. 1 Clues to Culture, p. 7-8	Finding work: introduce self Cross-culture: use of first names, last names, and titles
2. Introduce self and others, using appropriate social registers.	Seek/report info: self/others: Let me introduce my supervisor, Mr... I'd like you to meet.. This is my friend, Linda.	Expressways 2, p. 2-3, 98 Clues to Culture, p. 9-10 ETC 4 Listening/Speaking, Unit 1 It's Time to Talk, p. 2-3	Finding work: introduce self Structures: Would like Cross-culture: handshaking, kissing, and other conventions
3. Given social situations, ask/answer questions about self, others, and family members.	Seek/report info: self/others: How is your job? How was your weekend? I haven't seen you in quite a while. What do you do? I work at Wilson School.	Breaking the Ice, Units 1-3 (T) Expressways 2, p. 10 Lifelines 3, Unit 1 Small Talk, Unit 1, 11 Look Who's Talking, p. 61-64; Side by Side 2, p. 9	Finding Work: introduce self Structures: Simple present & past Questions: wh & yes/no Cross-culture: comfortable speaking distance between people

GETTING STARTED 350

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Complete relevant forms with personal information (see integration for possible contexts).		Lifelines 3, Unit 2-3 Lifeskills Writing Exercise Book, Ch. 1 ETC 3 Reading/Writing, p. 13, 55, 78	Finding Work: applications Transportation: licenses Health: medical forms Consumerism: credit cards
5. Identify relevant points on globe/maps (native country, US, Richmond, VA, Arlington, residence)		Getting Together, p. 8-9 maps and globes	History: growth of the US Holidays: Flag Day Transportation: maps
6. Describe native country or hometown orally and in writing.	Report info: location: My country has many mountains. ... is the largest city. There is a lot of rich, green farmland.	Basic Writing, Ch. 2 Getting Together, Unit 11 It's Time to Talk, p. 59 Student stories from previous classes	Structures: Many/much Simple present & past) Comparative/superlative There is/there are
7. Give directions from school to your home, orally and in writing.	Instruct someone to do something: Go down Wilson Boulevard to Park Street and turn right. My apartment is in the second building on the left.	Side By Side 2 , Unit 7 Listen for It, Unit 11 (T) Expressways 2, p. 22-25 Street maps	Transportation: directions Structures: Imperatives Prepositions of place
8. Identify school rules, policies, and appropriate classroom behaviors.	Give advice: Smoking is not permitted in the building. You should arrive on time. You should ask questions if you don't understand.	Our Own Stories, Unit 16 School brochures	Health: give advice Structures: Should Cross-culture: rules, polices, and appropriate classroom behaviors in native country

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GETTING STARTED 350			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
9. Respond to school's seasonal emergency procedures: fire drills tornado drills snow	Instruct/respond to instructions: Don't forget to close the door. You must stay down in a tornado. Turn right and go out the side door. If the weather is bad, listen to the radio.	School emergency procedures	Work/health: safety Structures: Imperatives Must If clauses: real present Cross-culture: emergency procedures in native country
10. Describe future goals, orally and in writing.	Express wants/intentions: When I finish English classes, I want to.. I would like to be a nurse/study computers.	Getting Together, Unit 4	Finding Work: goals Structures: Would like to.. Future tenses
CAI/AV: PC Globe; PC USA			

CIVICS/GOVERNMENT LEVEL 350

Developmental Reading: See end of level for objectives. See resources below. Other: Way to US Citizenship

Developmental Writing: See end of level for objectives. See resources below.

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify the three levels of government and state their current heads.	Report info: descriptive: _________ is the President. He is the leader of our federal government. The governor of Virginia is ______.	Handbook for Citizenship, p. 42-62, 64-71 By the People, For the People, p. 3-5, 103-107	Holidays: Presidents' Day Structures: Definite articles Cross-culture: levels of government and heads in native country
2. Given the local and state governments, state their functions.	Report info: descriptive: The local/state government is responsible for...	By the People, For the People, p. 100-102, 108-113 Handbook for Citizenship, p. 97-99	Structures: Definite articles Cross-culture: structure and function of government in native country
3. Identify the three branches of the federal government and their functions.	Report info: descriptive: The legislative branch makes laws. The judicial branch is responsible for... The executive branch can..	Handbook for Citizenship, p. 32-34 By the People, For the People, p. 15-19, 35-39, 52-65, 71-75, 80-82 Look at the USA 1, p. 65-80	Holidays: Presidents' Day Structures: Simple present Can (ability) Cross-culture: responsibilities of government in native country

CIVICS/GOVERNMENT LEVEL 350

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Identify the three parts of the Constitution and their purpose.	Report info: descriptive: The articles of the Constitution describe the powers of the 3 branches.	Handbook for US Citizenship, p. 29-31 By the People, For the People, p. 9, 20-25 Look at the USA 1, p. 61-64, 83-86.	History: Americans Fight for Freedom Structures: Definite articles Cross-culture: important documents in native country
5. Compare rights and responsibilities of citizens to native country .	Report info: self: In the U.S., you don't have to vote, but in my country, you have to vote.	Handbook for Citizenship, p. 12 By the People, For the People, p. 127-131	Legal: rights and responsibilities Structures: But Have to
6. Identify voting requirements and process for registering to vote.	Report info: descriptive: In the U.S., you vote in local, state and federal elections.	By the People, For the People, p. 132-136 Look at the USA 1, p. 91-94	Cross-culture: voting requirements in native country
7. Given an aspect of government discussed above, compare and contrast with government in native country.	Report info: self: In my country, we have two levels of government, but the US has three.		Structures: But Simple present

CAI/AV: PC USA; Invest Tier 2 Reading 4-6: George Washington (358), Abraham Lincoln (360)

CONSUMERISM LEVEL 350

Developmental Reading: See end of level for objectives. More True Stories p. 82-85; Invest: How to by a Used Car; Far From Home, p. 43-50; Problem Solving, p. 47-52; Reading Workout, Unit 4

Developmental Writing: See end of level for objectives. Put it in Writing; p 25. More True Stories; p. 85, ex. 4-5. Drawing Out; p. 95-96

Unit Needs Assessment: See needs assessment for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given different types of checking and savings accounts, choose best one for personal needs.	Seek/report info: prices: What is the checking fee? Do I need to pay for checks? This account has a smaller monthly service charge. Express preference: This one is the best for me because ...	ETC 5 (all books), Ch. 3 Lifeskills 2, p. 13-15 Bank brochures	Structures: Comparatives Superlatives Questions: wh & yes/no Cross-culture: saving money: banks, mattresses, etc.
2. Given different credit cards, compare interest rates, annual fees and other features.	Report info: price This credit card has a 14.9% interest, but the other one has a 8.9% interest. Express preference: I would rather have a card with a lower interest rate.	Communication Skills that Work 1 p. 85. ETC 3 Reading/Writing, Ch. 6 Invest: Buy Now, Pay Later Bank brochures	Structures: But Would rather Comparatives Cross-culture: cash vs. credit purchasing
3. Fill out credit card applications.		various credit card applications	Getting Started: forms Health: medical forms Transportation: license Finding work: applications

CONSUMERISM LEVEL 350			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
4. Given a major purchase, specify personal needs and request information. (Possible contexts: house, car, furniture, appliances)	Seek info: descriptive, price: Can you give me some information...? How much does this cost? Does this have a warrantee? Seek/report info: size, condition: I'm looking for a mid-size (used) car. Can/could you show me a less expensive one?	Lifeskills 2, p. 91-94 Read Right!, p. 26-29 ETC 4 Grammar, Ch. 8 Expressways 1, p. 140-141 Expressways 1 Wkbk B, p. 44-45 Brochures Advertisements	Media: commercials, ads Structures: Modals: can/could Comparatives Questions: wh & yes/no Cross-culture: getting good buys, bargaining, sales
5. Complain about a service or product, orally and in writing.	Express complaint: I need to speak to the manager about a complaint. I bought this washing machine one month ago. It doesn't work well.	Real-Life English 4, p. 117-118 Lifelines 3, unit 7 Lifeskills Writing Exercise Book, Ch. 4. ETC 4 Listening/Speaking, Ch. 5. ETC 4 Reading/Writing, Ch. 5. ETC 4 Grammar, Ch 5. Invest: Buyer Beware, Buyer be wise	Telephone: billing complaint Structures: Simple past Simple present Cross-culture: how complaints are made in native country
6. Respond to telephone and door-to-door solicitations.	Express regrets: No, thank you. I'm not interested. Make/respond to request: clarification: What do you mean by...?	ETC 4 Listening/Speaking, Ch. 5 ETC 4 Reading/Writing, Ch. 5 A Conversation Book 2, p. 18	Telephone: related objectives Cross-culture: solicitations
CAI/AV: Invest: Lifeskills (Purchasing Cars Lessons 3-9), (Using Credit Lesson 3);,)Using checking accounts Lesson 18); Goal Reading: Level 3 - Main idea, Inferences, Mixed. Level 2: Inferences, vocabulary.			

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HEALTH LEVEL 350

Developmental Reading: See end of level for objectives. More True Stories, unit 3 and 7; Our Own Stories, unit 3; Javier Arrives in the US, Ch 4, 5

Developmental Writing: See end of level for objectives. Our Own Stories, p. 22-23; Write from the Start, p. 26

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given prescription and non-prescription labels, state dosage, warnings and contents.	Give advice: You should take this with water. Take 2 every 4 hours before eating. This contains aspirin.	ETC 2 Reading/Writing, p. 123-124 Real Life English 3, p. 95 Expressways 2, p. 56 medicine bottles	Structures: Imperatives Modals: must/should/have to Cross-culture: generic/brand name drugs, sharing drugs
2. Complete simplified medical history forms, including immunization records for children.		Real-Life English 3, p. 96 English for Adult Competency 2, p. 61	Getting Started: forms Finding Work: applications Transportation: licenses Consumerism: credit forms
3. Given warning labels on household products, state safety precautions and hazards.	Report info: cause/effect: This is flammable. It can cause a fire. Give advice: You should wear rubber gloves.	Real Life English 3, p. 78-79,83 Conversation Book 2, p. 116-117 English for Adult Competency 2, p. 116-117	Getting Started: emergency procedures Work: safety Structures: Modals - should, must, can Cross-culture: child- proofing home

HEALTH LEVEL 350

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Make an appointment, including describing symptoms.	Express need: I'd like to make an appointment for .... Express condition: My daughter has had a fever for ...	ETC 3 Speaking/Listening, p. 99, 101 English for Adult Competency 2, p. 59-60, 67 Lifelines 3, unit 10 Expressways 2, p. 53	Transportation: appointments Structures: Present perfect Would like Cross-culture: male/female doctor, when and why we see a doctor
5. Describe an injury.	Report info: condition, chronological My son fell and cut his chin. My wife was cooking and burned her hand.	Lifelines 3, unit 11 Real-Life English 3, unit 8	Transportation: report accident Legal: complete report Structures: Simple past Past continuous
6. Given first aid information, give advice for accidents.	Give instructions: Keep him warm and still. Give Advice You should call 911	Real-Life English 3, unit 8 A Conversation Book 2, p. 109-110 Take Care of Yourself, unit 7 Invest: Emergency First Aid and Home Safety, p. 11-42, 71-76	Work: safety Structures: Imperatives Modal - should
7. Write a letter to school which explains a child's ailment.	Seek permission: Please excuse my son from school. Express condition: My daughter had the flu.	English For Adult Competency 2, 50-51. Writing It Down, p. 56-59	Structures: Simple past Cross-culture: acceptable reasons for absences

CAI/AV: Goal: Staying Healthy - Levels 1 and 2; Invest Tier 2: (4-6) Reading AIDS prevention (620), Lead Poisoning (186), Food Safety (617), Household child safety (213).

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 350

Reading and Writing Development: See end of level for objectives. See resources below.

Needs Assessment: Classes are not expected to cover all holidays/special occasions. Students select one or two that they would like to cover.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. State importance of holiday/special occasion.	Report info: descriptive: Veteran's Day honors the men and women who fought in wars in the U.S.	Structures: Simple present Simple past
2. Describe how and when holiday/special occasion is celebrated.	Report info: descriptive: Americans celebrate Independence Day with fireworks and picnics.	Structures: Simple present
3. Identify historical figures and events important to the holiday/special occasion.	Report info: descriptive, chronological: Abraham Lincoln freed the slaves in the south.	Structures: Simple past
4. Compare and contrast a holiday/special occasion with holiday/special occasion in native country.	Report info: descriptive, self: In my country, the bride wears red, but in the US she wears white. Christmas is warmer in my country.	Structures: Simple present But Comparatives

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HOLIDAYS AND SPECIAL OCCASIONS LEVEL 350

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holiday's in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Groundhog's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day	Halloween Columbus Day Election Day Veteran's Day Thanksgiving Day Christmas Other: Friday the 13th religious holidays birthdays marriages births/deaths Friday 13th holidays in students' native countries	Way to US Citizenship Content Area ESL America's Story 2 Look at the USA 1 Our Own Stories A Conversation Book 2 It's Time to Talk, p. 175 Field trip: memorials, museums, National Archives, The Capitol, Arlington Cemetery
CAI/AV PC Globe; PC USA; Compton's Multi-media Encyclopedia; Prodigy - encyclopedia		

LEGAL SERVICES LEVEL 350

Developmental Reading: See end of level for objectives. More True Stories Unit 14; Problem Solving (Units depend on legal topic(s) selected); Springboards, p. 42, 43; Choices: Discovering Your Community, Unit 11.

Developmental Writing: See end of level for objectives. Put It in Writing (photos for writing descriptions); Springboards, p. 6, 24, 60

How to use this unit: The class selects a context or contexts within which to accomplish the lifeskills objectives. See suggested contexts and unit objectives. The resources listed across from the objectives relate primarily to language development. Context resources are suggested directly below. Also see CAI/AV resources at the end of the unit.

Teachers should be careful about giving legal advice. The purpose of this unit is to help students identify appropriate resources and develop the language skills needed to seek and comprehend legal advice.

Legal Contexts:

abuse (child abuse - ca, spouse abuse - sa)
consumer rights (cr)
crime prevention (cp)
court system (cs)
housing (h)
immigration (i)
job discrimination (jd), eg. document, national origin, sex discrimination
local law (ll)
rights and responsibilities of US citizens (us)
state law (sl)
traffic law (tl)

Context Resources:

ESL for Action
Choices: Consumer Sense, Unit 5 (cr)
Choices: It's Your Right, (all)
Choices: Housing, Unit 4 (h)
Choices: Discovering Your Community, Unit 11 (cp)
ETC 5 (all books), Ch 5
By the People, For the People, p. 127-131 (us)
Job Discrimination Curriculum (MIRA) (jd)

Arlington Information & Referral Service (all)
Department of Motor Vehicles (tl)
Tenant/Landlord Commission
Pamphlets
Guest Speakers: Police, advocate attorneys, immigration lawyers

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Describe a crime or accident orally, including people and events.	Report info: descriptive/chronological: He was tall and thin with curly hair. First, the robber went around front.	ETC 3 Listening/Speaking, p. 28-29 Input/Output, Unit 6 (T) Lifelines 3, Unit 14 The Card Book , Unit 7	Transportation: report accident Structures: Past tenses, sequence markers Cross-culture: fear of dealing with the police

LEGAL SERVICES LEVEL 350			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
2. Complete a crime or accident report, including a summary of events.		Choices: It's Your Right, Unit 2 Crime/Accident Reports	Transportation: report accident Cross-culture: Report procedures
3. Given written information about a problem, identify resources for a legal issue/problem.	Report info: others, time: The ____ can help with ____. The phone number/address for ____ is ____. They will help you .... The _____ is open 5 days from 9-5.	Arlington Community Directory Yellow Pages Blue Pages Local Pamphlets from Courthouse	Work: problem solving Structures: Modals (can/will) Simple present Cross-culture: getting help
4. Make phone inquiries about a legal issue/problem, including asking for clarification.	Seek advice: What should I do about ____? Who should I call about _____? Can you help me with ____? Where can I get more information about ____ ? Make/respond to request: clarification: What do you mean by _____? Does that mean that _____?	ETC 4 Grammar, Ch. 5 Lifelines 4, Ch. 8 Side by Side 4, Ch. 3 Expressways 2, p. 99-100, 140, 142 English Works video (Asking for clarification)	Telephone: request information Finding Work: illegal questions Structures: Questions (yes/no & WH) Cross-culture: role of politeness in asking for clarification
5. Given information from chosen contexts, state major state and local rights and responsibilities.	Give advice: It is illegal to ____. If a policeman ____, I must ____. You should not ____.	Handbook for Citizenship, p. 64 Local brochures, including voter registration	Civics: rights & responsibilities Structures: If-clauses Should not Cross-culture: voting, child support, traffic, etc.
6. Given a legal issue, identify problem, possible solutions, and consequences.	Expressing opinion: I (dis)agree with that. Give advice: You should ____.	Problem Solving (depending on context selected) Student generated problems	Work: problem solving Structures: should (not) Cross-culture: getting professional advice

CAI/AV: Goal Lifeskills: Level 1: Mixed. Level 2: Inference.

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MEDIA LEVEL 350

Developmental Reading: See end of level for objectives. News for You; USA Today; All About the USA, p. 43-45; More True Stories, unit 21

Developmental Writing: See end of level for objectives. Newspapers, p. 94

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify sections of a newspaper.	Seek/report info: location Where can I find movies/international news/job announcements? (You can) look in the ... section.	Reading Labels, Directions and Newspapers, p 53-55 Skill Building with the Newspaper, p. 4-5 It's Time to Talk, p. 141 Newspapers: USA Today, News for You	Any related topic Structures: Wh-questions Cross-culture: similarities/ differences- newspapers in native country
2. Given a topic, use a newspaper index to locate information.		Newspapers, p. 31, 34 Using the Newspaper in the ESL Classroom, "The Paper Chase" Newspapers: News for You, USA Today	Any related topic
3. Make predictions from headlines, visuals, and titles from newspaper and or magazines.	Express opinion: This may/might be about the World Cup games. I think this article is about .... because ...	Teaching How to Learn, p. 68 Making the Most of News For You, p. 6-7, 12-14 It's Time to Talk, p. 145 Newspapers: USA Today, News for You	Any related topic Structures: May/might Because
4. Identify main idea of newspaper/magazine article.		Making the Most of News for You, p. 6, 15, 18 Using Newspaper in the ESL Classroom, "Getting the Facts" Reading Labels, Directions and Newspapers, p. 56 Strategies in Listening , unit 19 (T) Newspaper: News For You	Any related topic

MEDIA LEVEL 350

OBJECTIVES	FUNCTIONS/SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Given a TV/radio commercial and/or print ad, identify product, audience and message (obvious or unstated).	Express opinion: I think this ad is for children because...	Reading Ad, Reference Material and Legal Documents, p. 6-14 TV commercials print ads in-language print ads brought in by students	Consumerism: major purchases Structure: Because Cross-culture: advertisements in native country
6. Given a TV show and a listing, ask and answer questions about day, time and channel.	Seek/report info: chronological What time is Murphy Brown on? It's on at 9:00 on Mondays.	It's Time to Talk, p. 150 TV Guide TV weekly listings TV daily listings	Structures: Wh-questions Prepositions of time Cross-culture: similarities and differences in TV programming
7. Given a weather forecast (TV, radio, print), ask and answer questions about current and future forecast.	Seek/report info: condition: What's the weather for tomorrow? They says it's going to be warm and sunny. It's supposed to be very cold.	Expressways 2, p. 86 Listening Tasks, unit 14 (T) TV/radio weather reports USA Today weather page	Structures: Future tense Wh-questions Cross-culture: weather in native country
8. State preferences regarding movies, TV shows, radio stations.	Express/inquire about preferences/likes/dislikes: What kind of shows do you like? I like comedies. Do you like to listen to the radio? I always listen to Classical Rock.	Expressways 2, p. 177 Listening Tasks, unit 11 (T) Getting Together, p. 50 It's Time to Talk, p. 149	Structures: Wh-questions Yes/no question Cross-culture: viewing/listening habits in native country

CAI/AV: Invest: Lifeskills #39 (Using Resources to find employment services, merchandise); Lifeskills #19 (Comparison Shopping)

TELEPHONE/COMMUNICATION LEVEL 350

Developmental Reading: See end of level for objectives. Lifelines 3, p. 77; Alice Blows a Fuse, unit 9; What's Up? American Idioms, unit 3

Developmental Writing: See end of level for objectives. Springboards, p. 47

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Take/leave telephone messages.	Ask someone to do something: May/Can I please take a message? Please tell her to.../that ... She can call me at .... Make/respond to request: clarification: Excuse me? Did you say....? Can you please repeat that?	Expressways 1, p. 121 Lifelines 3, Unit 12 How to Use the Telephone Book, p. 2-5 Communication Skills That Work I, p. 36-40 message pads Teletrainer	Getting Started: introduce self Structures: Questions: wh & yes/no
2. Report information from recorded messages.	Report info: time, condition, descriptive; The movie begins at 8:00 It's going to be hot and humid tomorrow. Maria called to say she can't come today.	44+ Ways to Use Answering Machines, various activities Tuning into Spoken Messages, units 1, 2 It's Time to Talk, p. 85 Recordings: movies, museums, Amtrak, Greyhound, weather, home answering machines	Any topics of interest Structures: Simple present Simple past Future

TELEPHONE/COMMUNICATION LEVEL 350			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
3. Given an answering machine/voice mail, leave a message, including name, time of call, and phone number.	Report info: self:/Ask someone to do something: This is ... It is Saturday at ... Please give me a call as soon as possible. My number is ...	student generated dialogues tape recorder answering machine	Structures: Simple present Imperative
4. Given an answering machine, record a phone message.	Report info: self:/Apologize:/Ask someone to do something: I'm sorry. We can't come to the phone right now. Please leave your name and number and we will return your call as soon as possible.	Expressways 2, p. 125 Student generated dialogues tape recorder answering machine	Cross-culture: prevalence of recorded messages and answering machines in native country
5. Request information by telephone: reservations, movies/recreation, directory assistance.	Seek info: time, directions Could you tell me when...? Do you know what... ? I'd like some information about... Make/respond to request: clarification: Excuse me. What time did you say?	Strategies in Listening, Unit 10 (T) Breaking the Ice, Unit 5 (T) Real life English 3, p. 9-10 It's Time to Talk, p. 54, 81	Legal: Phone inquiries Structures: Embedded questions Simple present Simple past
6. Call a utility company to request service, repair, or installation.	Request assistance: Please install a new line right away. Express complaints: I'd like to report a problem with my phone bill. I can't wait until ... to have my ... repaired.	Expressways 1, p. 147 Student generated dialogues Teletrainer	Consumerism: complaint Structures: Imperatives Adverbs Would like
CAI/AV: GOAL: Reading on the Job - Level 2: Inferences.			

TRANSPORTATION LEVEL 350

Developmental Reading: See end of level for objectives. More True Stories, p. 14-17; Problem Solving, p. 60-64; Far From Home, p. 43-52; Reading Workout, Unit 5

Developmental Writing: See end of level for objectives. Write from the Start, p. 124; Put it in Writing, p. 25, 43 . The Writing Challenge; unit 5

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given a map, identify symbols, interpret map grids and mileage chart.		Invest: Finding Your Way in the World of Travel, p. 25-32 State and local maps	Getting Started: maps
2. Given a map and a local or US destination, state route to destination.		Lifelines 3, p. 28-29 State and local maps	Getting Started: maps
3. Ask for and give directions to a specific location.	Seek/report info: directions: I need directions to... Take route 49 to exit 7. Can you tell me where....is? Go up Wilson Blvd. and make a left. Make/respond to request: clarification: Excuse me. Which route?	Lifelines 3, units 5-6 Breaking the Ice, unit 9 (T) Expressways 2, p. 22 Talkativities, p. 49-50 Alice Blows a Fuse, p. 138-145	Getting Started: directions Structures: Embedded questions Simple present Imperative
4. Given a destination, plan a trip including, time, means of transportation, and route.	Express/inquire about preference: What do you want to do today? I'm no really in the mood to... What would you rather do? Seek/report information: price, time, location: Do you know what our arrival time is? Could you tell me....	Invest: Finding Your Way in the World of Travel, p. 34-67 Getting Together, p. 59-64 Expressways 2, p. 84-84, 123 It's Time to Talk, p. 64, 188 State and local maps brochures form state tourist bureaus	Getting Started: maps Structures: Simple present Embedded questions Cross-culture: free time/ leisure activities in native country

TRANSPORTATION LEVEL 350			
OBJECTIVES	**FUNCTIONS/SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
5. Request appointment for a driver's test.	Express/inquire about needs/wants: I'd like to make an appointment to... When can I...? What do I need to bring with me...? I need to take the written test.	Student generated dialogues.	Health: appointments Structures: Would like Simple present Wh questions
6. Complete a driver's license application.		Real-Life English 3, p.123 Invest in Writing Wkbk 3, p. 63 Lifeskills 2, p. 88-89	Getting Started: forms Cross culture: requirements for drivers in native country
7. Report loss or theft to transportation authorities.	Report info: descriptive I'd like to report a car theft. My car is a blue, 1992 Toyota. I left it in front of my house.	Lifelines 3, Unit 14	Legal Services: report crime Structures: Simple present Simple past
8. Report an accident.	Report info: chronological A man just walked in front of my car. I hit him and he fell down. Express condition: He is bleeding. I think he is unconscious. Report info: location: It happened at the corner of Wilson and Quinn. Request assistance: Send the ambulance immediately.	Lifelines 3, Unit 13 Expressways 2, p. 51 Choices: It's Your Right, p. 8-10 Field trip to traffic court.	Legal: report crime Health: describe injury Structures: Past tenses Present tenses Prepositions: place Cross-culture: talking with the police
9. Complete an accident report.		Choices: It's Your Right, p. 11 ETC 3 Reading/Writing, p. 44 Local report forms	Legal: report crime
CAI/AV: GOAL Reading Lifeskills: Level 1 (Facts), Level 2 (Main Idea)			

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US HISTORY LEVEL 350

Developmental Reading and Writing: See end of level for objectives. Look at the US 1; Content Area ESL: Social Studies; The Way to US Citizenship; Highlights of American History; America's Story 1; Handbook for Citizenship; Skill Sharpeners 3.

Unit Needs Assessment: Students select a historical period or periods. See historical periods on the next page.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. Describe major events, issues and/or individuals in historic period.	Report info: chronological, descriptive: The Civil War began in 1861. Abraham Lincoln signed the Emancipation Proclamation.	Holidays/Special Occasions Structures: Simple past
2. State cause and effects of major events.	Report info: cause/effect: The colonists were unhappy because they didn't have representation in the government.	Holidays/Special Occasions Structures: Simple past Because
3. Given a student's native country, describe a historic event or period (see objectives 1 and 2) in writing.	Report info: self: Our Independence Day is September 5. In my country, there are not as many immigrants as in the US. There was a civil war in .... As a result, ...	Holidays/Special Occasions Structures: Simple present Simple past Comparisons

CAI/AV: PC USA; MECC Dataquest - The 50 States, Presidents; Invest Tier 2 Reading 4-6: George Washington (358), Abraham Lincoln (360)

US HISTORY OF THE USA: LEVEL 350

HISTORICAL PERIODS: Points to Cover

Exploration and Early Colonies
1. The first Americans.
2. Christopher Columbus and his explorations. Other major explorers.
3. The first settlers and why they came.

Americans Fight For Freedom
1. The 13 colonies and their early forms of government.
2. Problems between the colonies and England.
3. The Revolutionary War.
4. The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal".
5. The Articles of Confederation and the Constitution.

The Nation Grows
1. The territories added in the 19th century.
2. Lewis and Clark: explorers of the Northwest.
3. Reasons for westward expansion.

The Civil War
1. Causes of the Civil War.
2. The Union and Confederate States.
3. Abraham Lincoln and his importance to US history.
4. Changes after the Civil War.

The Industrial Age and Early Immigration
1. The Industrial age and important inventions.
2. Major ethnic groups that have come to the US. Why they came and where they settled.

The World Wars
1.The reasons the US fought in World War I.
2. The results of World War I.
3. Causes of the Depression.
4. Ways the government helped the people.
5. Major events of World War II

After World War II
1. The 'Cold War'
2. Major issues of the Civil Right's Movement.
3. Martin Luther King, Jr.
4. The Vietnam War and the US involvement in the conflict.
5. John F. Kennedy

WORKING IN THE US 1: FINDING WORK LEVEL 350

Developmental Reading: See end of level for objectives. Problem Solving, Unit 6; Far From Home (1st ed.), Unit 6 (New Jobs for Women)

Developmental Writing: See end of level for objectives. Put It in Writing, p. 49; Drawing Out, p. 53-54

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify places and resources to look for jobs and job training.	Express/respond to advice: When you're looking for work, you should check the library/go to the employment office. Seek/report info: self, others: How did you get your job? I got my job by .... Do you have a welding training program?	Lifelines 3, Unit 2 Working in English 2, p. 22-25 The Working Culture 2, Ch. 7 ETC 3 (all books), Ch. 4 English Works Video: Reading Job Announcements Students' experiences in the US Newspapers, library, job boards, job fairs, employment centers	Getting Started: goals Structures: When clauses Should Questions: wh & yes/no Simple past Cross-culture: ways people find jobs
2. Interpret want ads, including common abbreviations.	Report info: objects/signs/symbols: What does "immed" mean? "Immed" means immediately.	Invest: The Job Hunt, p. 1-28 40-48 Using the Want Ads, Unit 7 ETC 3 Grammar, p. 57 Real-Life English 3, p. 104, 109 Lifeskills 2, Unit 3 Newspapers, job boards, job fairs, employment centers	Media: abbreviations, ads
3. Inquire about a job by phone or in person.	Seek/report info: self: I'm calling about the opening. Is the position still open? Is it part-time or full time? When does the job begin?	Lifeskills 2, p. 47 Expressway 2, p. 40-41 Expressways 2 Workbook A, p. 40-41	Telephone: request info Structures: Questions: wh & yes/no Simple present

WORKING IN THE US 1: FINDING WORK LEVEL 350

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Describe past and present jobs, including duties and responsibilities.	Express capability: I answered phones and typed letters. I supervise the other housekeepers. I used to drive a truck.	Working in English 2, p. 22-25, 60-61 The Working Culture 2, Ch. 2 The Working Culture 1, Ch. 6 Lifelines 3, Unit 2	Getting Started: personal ID Structures: Present tenses Past tenses Used to... Cross-culture: jobs that men and women typically have
5. State future goals or job preferences.	Express preferences: I'd like to work in an office. I'd like to study auto mechanics.	The Working Culture 1, Ch. 6 The Working Culture 2, Ch. 5 Lifelines 3, Unit 2	Getting started: goals Structures: Would like to
6. Ask and answer questions in a job interview.	Seek/report info: self, time I was a teacher in my country. I worked as a typist for 8 months. What is the starting salary? What are the hours?	Working in English 2, Unit 4 ETC 3 Listening/Speaking, Unit 4 Lifeskills 2, p. 61-65 English Works Video: Job Interview	Getting Started: greetings, intros Structures: Simple past Questions: wh & yes/no Cross-culture: what to take, what to wear, promptness, eye contact, selling yourself
7. Fill out job applications.		ETC 3 Grammar, Ch. 4 Lifeskills 2, p. 51-52 Real-Life English 3, p. 107-109 Applications from local businesses	Getting Started: forms
8. Identify worker rights/responsibilities in obtaining employment.	Express/inquire about needs: What documents do I need to show? You need to show... Must I show a green card?	Job Discrimination Curriculum (MIRA)	Legal: discrimination Structures: Questions Cross-culture: who is eligible to work

CAI/AV: Invest: Lifeskills Lesson 22 - Identifying job resources; VA View, Previews; GOAL: Jobs - level 3

WORKING IN THE USA 2: ON THE JOB LEVEL 350

Developmental Reading: See end of level for objectives. Problem Solving, p. 53-57; Far From Home (1st ed.) unit 6; Communication Skills That Work 1, p. 24

Developmental Writing: See end of level for objectives. Put It In Writing, p. 60-61; More Picture Stories, units 3, 11 (visuals)

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS & SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Give and follow multiple step instructions.	Instruct/respond to instructions: First, you need to ... Then, you should...	Working in English 2, units 9 and 10 Reading Skills That Work 1, units 11, 12 Communication Skills That Work 1, unit 1, lesson 4 Expressways 2, p. 72, 78 English Works Video: Responding to Instructions	Transportation: directions Structures: Modals Sequence markers
2. Ask for clarification.	Make/respond to requests - clarification: I don't understand what you're saying. Do you mean ...? I'm not following you.	Breaking the Ice, p. 25-29 (T) Working in English 2, Ch. 10 ETC 4 Grammar, p. 159-60 Expressways 2, p. 184-85 Moving On, p. 50-54 (T) English Works Video: Asking for Clarification	Structure: Present Continuous Cross-culture: asking for clarification
3. Request a change in schedule orally and/or in writing (eg. leaving early, shift change, sick leave, vacation, time off)	Seek permission: Is it all right if I ...? Could I possible have a few days off? The reason I need it is... I would like to leave early because...	Expressways 1, p. 114-115 Expressways 2, p. 114-115 Problem Solving, p. 93. Working in English 2, Ch. 14 English Works Video: Asking for a Schedule Change	Health: letters Structures: Modals, because Cross-culture: acceptable requests and reasons
4. Identify safety and emergency regulations.	Report info: condition, cause/effect This product is flammable. In case of fire, ... Give/respond to warning: Don't touch... You'd better wear ...	Working in English 2, Ch. 13 ETC 4 Grammar, p. 161-162 Expressways 1, p. 154-155 English Works Video: Safety on the Job Safety and emergency manuals from students' jobs	Getting Started: emergencies Health: health hazards/safety Structures: Imperatives Had better

WORKING IN THE USA LEVEL 350

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Apologize and respond to apology at work.	Express/respond to apologies: I'd like to apologize for... I'm sorry I was late because... That's O.K. It's no problem.	The Working Culture 1, Ch. 5 Expressways 1, p. 112, 113 Expressways 2, p. 77, 112, 113 Working in English 2, Unit 11 ETC 4 Listening/Speaking, Ch. 3	Health: letter of absence Structures: Gerunds/infinitives Because
6. Respond to oral or written praise and criticism.	Respond to complaints/compliments: Thank you for saying so. I'm glad you liked it. I appreciate your telling me. I will try harder.	Expressways 1, p. 78 Expressways 2, p. 150-155 English Works Video: Dealing with Mistakes	Structures: Gerunds Cross-culture: appropriate ways to respond to praise and criticism.
7. Offer and respond to suggestions.	Express advice: May I offer a suggestion? I think we should ...	Expressways 1, p. 157 Expressways 2, p. 157	Structures: Modals
8. Given a work-related issue, identify the problem(s), possible solutions, and consequences.	Express advice: I think you should...	Problem Solving, Unit 4, #3 Job Discrimination Curriculum (MIRA) Student generated issues	Legal: problem solving

CAI/AV: VA View: Previews; GOAL: On the Job (Levels 2-3 & appropriate vocabulary); English Works Video Series

WRITING DEVELOPMENT - 350

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Writing Development.)

LEVEL OBJECTIVE: To write a paragraph.

VARIABLES:
- a familiar topic
- chronological and/or descriptive
- level appropriate

The goal for writing development at 350 is to reach level 450. See entry level descriptions.

EVALUATION CRITERIA:
- communicates ideas to readers
- elaborates ideas
- correct word order
- correct punctuation and capitalization
- correct verb tenses (simple present, simple past)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
Brainstorm on a variety of topics Select and organize ideas for a topic Write a topic sentence Organize topic in logical sequence Write supporting sentences Elaborate on ideas Use and edit for basic internal and end punctuation as well as capitalization Edit for grammar: affixes (-s, -ed, -er, -est, -ing, -ment) pronouns (subject and object) possessive adjectives and quantifiers verb tenses (simple present, simple past) word order (subject+verb+object)	The Writing Challenge Basic Writing Composition Practice: Book 2 Write from the Start Lifeskills Writing Exercise Book ETC 2 Reading/Writing ETC 3 Reading/Writing

READING DEVELOPMENT - 350

Reading development is integral to this curriculum and has been integrated into every topic unit (See individual unit: Reading Development).

LEVEL OBJECTIVE: To read non-simplified material.

VARIABLES:
- familiar topics
- with/without visual aids
- level appropriate

The goal for reading development for this level is to reach level 450. See entry level descriptions.

EVALUATION CRITERIA:
- answer questions orally and in writing (factual, some inference)
- scan text to locate information to answer questions
- retell story orally
- paraphrase main idea of story

Evaluation criteria indicate how a student at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

READING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
READING: Make predictions from titles, subtitles, and headlines Skim and identify main idea of short readings Scan text for specific information Deduce word meanings using surrounding text and connectors Use punctuation cues to assist comprehension Distinguish between fact and opinion statements VOCABULARY: Deduce meaning of compound words and words with basic prefixes and suffixes Categorize vocabulary based on content schemata	News For You More True Stories Even More True Stories Reading Skills that Work 2 ETC 2 Reading/Writing ETC 3 Reading/Writing Working Culture 2 Our Own Stories Teacher resources: Making the Most of News for You

STRUCTURES-350		
STRUCTURES	**UNITS**	**RESOURCES**
ADJECTIVES/PRONOUNS:		
comparative	Consumerism, Getting Started, History, Holidays	ETC Grammar 3; p. 110 ETC Grammar 4; p. 124 Grammarwork 2; p. 73-76 Grammarwork 3; p. 61-63 Side by Side 2; p. 36-43, 49-50, 52, 67-68
indefinite (much, many)	Getting Started	Grammarwork 2; p. 9 Side by Side 2; p. 12-13, 19, 99
superlative	Consumerism, Getting Started	ETC Grammar 3; p. 95, 110 ETC Grammar 4; p. 124 Grammarwork 2; p. 77-79 Side by Side 2; p. 46-33
ADVERBIALS:		
cause/reason	History, Media, Work	
means (quickly, slowly)	Telephone	Grammarwork 2; p. 23 Side by Side 2; p. 67-68
sequence markers (first, then)	Legal, Work	
when/while	Finding Work	ETC Grammar 4; p. Grammarwork 3; p. 46-48 Side by Side 2; p. 80-83 Side by Side 3; p. 14-15
ARTICLES:		
definite	Civics, Health	ETC Grammar 4; p. 89 Grammarwork 4; p. 8-16
CONDITIONAL CLAUSES:		
real present	Civics, Finding Work, Getting Started, Health, Legal, Work	ETC Grammar 4; p. 149
CONJUNCTIONS:		
but	Civics, Consumerism	Grammarwork 4; p. 72-74 Side by Side 3; p. 129-131
MODAL VERBS:		
can	Civics, Consumerism	
could	Consumerism, Telephone, Work	ETC Grammar 3; p. 45-55 ETC Grammar 4; p. 19-21 Grammarwork 4; p. 60-61 Side by Side 2; p. 86-89, 92-93
may/might	Media, Telephone, Work	ETC Grammar 4; p. 33-35 Grammarwork 2; p. 64 Grammarwork 3; p. 86
must/have to	Civics, Getting Started, Health	ETC Grammar 3; p. 52-55 ETC Grammar 4; p. 36-39 Grammarwork 2; p. 70-72 Grammarwork 3; p. 83-85 Side by Side 2; p. 99

STRUCTURES-350		
STRUCTURES	**UNITS**	**RESOURCES**
MODAL VERBS: (cont.)		
should	Finding Work, Getting Started, Health, Legal	ETC Grammar 3; p. 52-55 ETC Grammar 4; p. 36-39 Grammarwork 3; p. 81-82 Side by Side 2; p. 39-41, 70, 102-103
would like (noun, to)	Getting Started, Health, Telephone, Transportation, Work	ETC Grammar 3; p. 47-49 Grammarwork 2; p. 65, 67, 69 Side by Side 2; p. 21, 31
would rather/prefer	Consumerism, Finding Work	ETC Grammar 3; p. 47-49 Grammarwork 3; p. 87, 88
PREPOSITIONS:		
place	Getting Started, Legal	ETC Grammar 4; p. 107 Grammarwork 3; p. 20 Side by Side 2; p. 56-63
time	Legal, Media	Grammarwork 2; p. 7 Grammarwork 3; p. 21
THERE IS/THERE ARE:	Getting Started	
VERBS:		
future (will, going to)	Getting Started, Media, Telephone	ETC Grammar 3; p. 78 ETC Grammar 4; p. 61
imperative	Consumerism, Getting Started, Health, Legal, Telephone, Transportation, Work	ETC Grammar 3; p. 6
past continuous	Health, Transportation	
present continuous	Health, Transportation	
present perfect (continuous)	Health	ETC Grammar 3; ch. 10 ETC Grammar 4; ch. 5 Side by Side 3; ch. 4 & 5
simple past	All Units	ETC Grammar 3; p. 15, 20, 37 Side by Side 1; ch. 15, 16 Side by Side 2; ch. 1
simple present	All Units	ETC Grammar 3; p. 15, 20, 37, 58, 73
QUESTIONS:		
wh	All Units	ETC Grammar 3; ch. 1, 2 Grammarwork 2; p. 1, 9, 22, 25, 27, 35, 52 Side By Side 1; p. 130, 140 Side By Side 2; p. 69
yes/no	Consumerism, Finding Work, Getting Started, Legal, Telephone, Transportation	Grammarwork 2; p. 34, 54, 89 Grammarwork 3; p. 52, 57 Side by Side 1; Unit 10 & 16
embedded	Consumerism, Health, Legal, Telephone, Transportation, Work	ETC Grammar 3; p. 151-158 ETC Grammar 4; p. 159 Side by Side 4; p. 31-44

LEVEL 450

ENTRY LEVEL DESCRIPTIONS: 450

450 (High Intermediate): Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker **not** used to dealing with LEP speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

SPEAKING	LISTENING	READING	WRITING
Functions independently in most work situations and in routine social situations. Speaks fluently, but may have some hesitation. Communicates on the telephone on familiar topics. May need to repeat to be understood. May clarify general meaning by rewording in familiar contexts. Has control of basic grammar but can be inconsistent. May attempt to use more difficult grammar but with limited control. Asks and responds to questions on a variety of subjects.	Understands conversations containing some unfamiliar vocabulary in familiar contexts. May need repetition, rewording, or slower speech. Understands most conversations on familiar topics in contact situations. Has some ability to understand in non-contact situations (e.g. telephone). Can understand and give simple telephone messages. Understands simple oral instructions, but may need repetition.	Reads and understands non-simplified materials on familiar topics. Finds tasks more manageable when visuals are included. Can demonstrate comprehension of text by answering basic comprehension questions and some evaluative questions. Usually able to orally retell short reading passages, but may need assistance. Has some ability to guess vocabulary in context. Can usually identify and sometimes paraphrase the main idea in simplified reading. May be able to identify the topic sentence in a paragraph. Needs assistance with some non-simplified materials (e.g. utility bills).	Completes a variety of unsimplified forms with assistance. Performs basic writing tasks on familiar topics, including short personal notes and letters. Given a familiar topic, can write a paragraph. May not write a topic sentence or stay on topic. Can write supporting sentences and attempts to elaborate. Has trouble with sequencing. Has minimal skills in self-editing but may have some peer editing skills. Has some control of structures, but makes errors which interfere with meaning. Can generally write compound and complex sentences. May have difficulty with word order.

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REEP ESL PROGRESS REPORT: LEVEL 450

Marking System:
+ = Achieved competency/function
√ = More practice needs
A = Absent
NC = Not covered

Student Name:
Teacher Name:
Level:
Start Date:
Type:

Getting Started:
___ 1. Complete complex forms
___ 2. Use appropriate greetings and small talk
___ 3. Issue/respond to invitations
___ 4. Compare hometown to Arlington
___ 5. Describe relocation to U.S.
___ 6. Respond to school emergencies
___ 7. Ask/answer questions: school rules/policies
___ 8. Discuss future goals
___ 9. ______________________________

Civics/Government:
___ 1. Describe 3 levels of government/leaders
___ 2. Describe 3 branches of federal government
___ 3. Identify 3 parts of Constitution and purpose
___ 4. Compare rights/responsibilities of citizens
___ 5. Identify tax process and requirements
___ 6. Identify naturalization requirements
___ 7. Compare/contrast U.S./native government
___ 8. ______________________________

Consumerism:
___ 1. Request information: major purchase
___ 2. Write a complaint letter
___ 3. Request information: loans
___ 4. Complete loan application
___ 5. Ask/answer questions: free time activities
___ 6. Complete forms: free time activities
___ 7. ______________________________

Health:
___ 1. Describe illness/injury
___ 2. Complete medical forms
___ 3. Ask for/give advice: health problems
___ 4. Express sympathy
___ 5. Give advice: health habits and nutrition
___ 6. Inquire about health classes
___ 7. Inquire about health issues
___ 8. ______________________________

Holidays and Special Occasions:
___ 1. Identify importance of holiday
___ 2. Describe when/how to celebrate
___ 3. Identify historic events
___ 4. Compare U.S. and native country
___ 5. ______________________________

Legal Services:
___ 1. Identify resources
___ 2. Identify assistance: telephone recording
___ 3. Request assistance
___ 4. State rights and responsibilities
___ 5. Identify problems, solutions, consequences
___ 6. Complete incident report
___ 7. ______________________________

Media:
___ 1. Make predictions
___ 2. Identify fact and opinion

Media: (cont)
___ 3. Summarize a news item
___ 4. State opinion
___ 5. Ask/answer questions: activities
___ 6. Identify product, audience, message
___ 7. Compare print to radio/TV: news coverage
___ 8. ______________________________

Telephone/Communication:
___ 1. Take/leave phone messages
___ 2. Respond to wrong number
___ 3. Report information: recorded messages
___ 4. Request information
___ 5. Accept/decline invitations
___ 6. Compare long distance phone plans
___ 7. Locate names/numbers in phone book
___ 8. ______________________________

Transportation:
___ 1. State route of specific destination
___ 2. Ask for/give directions
___ 3. Complete drivers' license application
___ 4. Identify traffic laws and signs
___ 5. Ask/answer questions: traffic violation
___ 6. Report an accident
___ 7. Complete an accident report
___ 8. Describe a problem/request service
___ 9. ______________________________

U.S. History: Period: ______________________
___ 1. Describe major events
___ 2. State causes and effects
___ 3. Compare/contrast with native country

Working in the U.S. 1: Finding Work:
___ 1. Identify obstacles: finding work
___ 2. Interpret want ads/job announcements
___ 3. Fill out applications
___ 4. Write simplified resume
___ 5. Make appointment for interview
___ 6. Ask/answer questions: job interview
___ 7. Write thank-you note after interview
___ 8. Conduct follow-up call after interview
___ 9. ______________________________

Working in the U.S. 2: On the Job:
___ 1. Give/follow instructions
___ 2. Ask/respond to requests: clarification
___ 3. Give/respond to praise
___ 4. Ask for promotion/raise
___ 5. Respond to apologies/apologize
___ 6. Report health and safety issues
___ 7. Identify problems, solutions, consequences
___ 8. ______________________________

Writing Level Objective:
___ Write a paragraph

Reading Level Objective:
___ Read non-simplified texts

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	PROGRESS
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	100	150	200	250	300	350	450	550	Exit
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date: ______________________________
Retained (level) __________________ Promoted (level) ______________ Withdrew______

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	INDEX OF FUNCTIONS: LEVEL 450											
	Get Start	Civics	Cons	Health	Holi	Legal	Media	Tele	Trans	US Hist	Find Work	Work
Seek & Report Information												
Capability											•	•
Cause/effect	•									•		
Description (color, size, condition, etc)	•	•	•	•	•			•	•			•
Location/direction			•	•		•	•	•	•			
Objects/signs/symbols									•		•	
Quantity/price			•	•			•	•	•			
Self/others	•	•		•	•	•		•	•	•	•	
Time/chronological information	•	•	•	•	•	•	•	•	•	•		•
Make/Respond to Requests for Clarification						•		•	•			•
Express & Inquire about Opinions, Attitudes												
Likes/preference/satisfaction/compliments	•		•			•	•	•				•
Needs/wants/intentions	•		•			•		•			•	
Regrets/apologies/sympathy				•								•
Gratitude/surprise											•	
Complaints			•									
Opinions			•			•	•					
Express/Inquire about conditions (health, pain, worry, mood)				•								

INDEX OF FUNCTIONS: LEVEL 450

	Get Start	Civics	Cons	Health	Holi	Legal	Media	Tele	Trans	US Hist	Find Work	Work
Make & Respond to Directives:												
Advise, ask; and instruct s.o. to do sth/seek advice	*			*		*		*			*	*
Respond to instructions/directives	*											*
Request assistance						*						
Give/seek permission	*											*
Give/respond to correction/warning												*
Make/respond to invitations	*						*	*				

RESOURCES: LEVEL 450

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher information.

TEXT

44+ Ways to Use Answering Machines
Ability to Risk
All Sides of the Issue
America's Story 1 & 2
American Government: Freedom, Rights, Responsibilities
Americana Articles 1
Basic Writing
Basics in Reading
Becoming a Writer
Book of Forms
Business Correspondence: Letters, Faxes, Memos
By the People, For the People
Can We Talk?
Champions of Change: Famous Black Americans
Champions of Change: Famous Hispanic Americans
Communication Skills that Work 1 & 2
Competency in English
Composition Practice: Book 2
Consider the Issues
Contact U.S.A.
Content Area ESL
Culturally Speaking
ESL for Action
ETC 3, 4, 5, 6 (All Texts)
Even More True Stories
Expressways 2 & 3
Expressways 2 & 3 Workbooks
Fitting In
Get It? Got It!
Getting Along in English
Getting Together
Grammar in Use
Grammarwork 2, 3, 4
Great Ideas
Handbook for Citizenship
Highlights of American History
How to Use the Newspaper
How to Use the Telephone Book
How to Use the Classroom Ads
Input/Output (T)
Invest Reading 4 & 5
Invest: You Can Win the Advertising Game
Invest: Job Hunt
Invest: Buyer Beware, Buyer Be Wise
It's Time to Talk
It's Up to You (T)
It's Yours: The Bill of Rights
Job Discrimination Curriculum: (MIRA)
Lifelines 4
Lifeskills Reading
Lifeskills Writing
Lifeskills Writing Exercise Book
Listen For It (T)
Listening Tasks (T)
Look at the USA 1 & 2
Look Who's Talking
Making the Most of News For You
May I Help You? (T)
More Recipes for Tired Teachers
Multicultural Workshop
Newspapers
Night and Day
Non-Stop Discussion Book
On a Roll
Please Write
Problem Solving
Purple Cows & Potato Chips
Put it in Writing
Read Right!
Reading Skills That Work 2
Reading to Write

RESOURCES: LEVEL 450

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher information.

TEXT (cont.)
Real-Life English 4
Say It Naturally (T)
Side by Side 2, 3, 4
Skill Building With Newspapers
Skills Sharpeners 3 & 4
Speaking Up at Work
Springboards
Start Writing
Strategies in Listening (T)
Step Into Writing
Taking Off
Think Twice Communication Activities
Trial by Jury
Tuning In To Spoken Messages (T)
U.S.A.: Customs and Institutions
Using the Newspaper in the ESL Classroom
Variations
Way to US Citizenship
Working in English 2
Working Culture 2
Write from the Start
Write It Right
Writing Book: English in Everyday Life
Yesterday and Today in the USA

VIDEO
English Works Series

CAI/AV

Compton's Multi-media Encyclopedia
Goal
Invest
MECC Dataquest
PC Globe
PC USA
Prodigy
Virginia View
Where in the World is Carmen San Diego?

OTHER
News For You
U.S.A. Today

(T) = Tape available

GETTING STARTED LEVEL 450

COURSE NEEDS ASSESSMENT: See needs assessment tools chart in appendices for suggested activities. Students indicate where they need to use English in their daily lives and prioritize their needs in order to select topics to be covered.

Developmental Reading: See end of level for objectives. Even More True Stories, Units 3, 7; Variations, Ch. 2, 12; Multicultural Workshop, Unit 1

Developmental Writing: See end of level for objectives. Put it in Writing, p. 12, 38; Please Write, Unit 18; Multicultural Workshop, Unit 1; Springboards, p. 55

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Complete complex forms (see resources and integration for possible contexts).		ETC 3 Reading/Writing, p. 12-13 Census Forms Change of Address Forms	Legal, health, work: forms Consumerism: loan
2. Given social situations, use appropriate greetings and small talk.	Seek/report info: self/others: Hi! How's the family? Hello! How are you doing? I haven't seen you for a long time. Where/how have you been? I've been working 2 jobs. I'd like to introduce you to... This is my ... (It's) nice to meet you.	Variations, Ch. 2, 12 Expressways 3, Ch. 1 Competency in English Ch. 1 Lifelines 4, Units 1 and 2 It's Time to Talk, p. 22, 124	Finding Work: phone, interviews Telephone: messages, invitations Structures: Various tenses Wh questions Cross-culture: use of first/last names, and titles; body language (comfortable speaking distance between people, hand shaking, kissing, eye contact)
3. Given social invitations, issue and respond, orally and in writing.	Make/respond to: invitations: Would you like to go shopping on...? Thanks, but I have to study. Thank you for asking me. What time will the dinner begin?	ETC 3 Reading/Writing, p. 99-101 Competency in English Ch. 1-2 Fitting In, Ch. 3 Lifelines 4, Unit 2 Listen for It, Unit 5 (T) Expressways 3, p. 98-102 It's Time to Talk, p. 190	Finding Work: thank you notes Structures: But, would like Cross-culture: refusing invitations, who and what to bring, promptness
4. Compare hometown to Arlington, orally and in writing.	Report info: descriptive Arlington is bigger than ...	Composition Practice 2, unit 10 Basic Writing, p. 28-35 It's Time to Talk, p. 97	Structures: Simple present comparatives/superlatives

GETTING STARTED LEVEL 450

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Describe experiences related to relocating in the U.S.	Report info: self, chronological, cause/effect: When I arrived in the U.S., I didn't speak very much English. I had problems finding a place to live.	Variations, Ch. 5 ETC 3 Reading/Writing, Ch. 1 Composition Practice 2, Ch 10 Multicultural Workshop, Unit 2, ch 4	Structures: Simple past When clauses
6. Respond to school's seasonal emergency procedures: fire drills tornado drills snow policy	Instruct/respond to instructions: Exit the class and go downstairs. Don't forget to meet outside. You must stay down in a tornado. If it is snowing, listen to the radio.	school emergency procedures	Work: safety, follow instructions Structures: Imperatives If clauses Cross-culture: emergency procedures in native country
7. Ask and answer questions about school rules, policies, and appropriate classroom behavior in the US and native country.	Seek permission: Is it OK to bring food to class? Can I bring my child to school? Give advice: Children are not allowed in class. In your country, are students expected to be on time? You are expected to bring... It is not polite to laugh at other students.	School orientation materials Student-generated rules, policies, and behaviors	Structures: Yes/no questions Be expected to Be (not) allowed to Be (not) polite to Cross-culture: rules, policies, and appropriate classroom behavior
8. Discuss future plans and goals.	Express preferences/intentions: If I can get financial aid, I would like to study at college. I will get a job in a hospital. I want to learn English well so that I can get a better job.	Problem Solving, Unit 1, p. 22 (Tony and Antonio's Problem) Variations, Ch. 5 Needs Assessment Tools Chart in appendices	Consumerism: class registration Structures: Future If clauses: Conditional

CAI/AV: PC Globe; PC USA

CIVICS/GOVERNMENT LEVEL 450

Developmental Reading: See end of level for objectives. See resources below. Other: Handbook for Citizenship

Developmental Writing: See end of level for objectives. See resources below.

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given the three levels of government, state the heads and responsibilities of each level.	Report info: descriptive: _______ is the President. He is the leader of our federal government. _______ is Chairman of the Arlington County Board.	Way to US Citizenship, p. 97-99 By the People, For the People, p. 103-107	Holidays: Presidents' Day Structure: Definite article Simple present Cross-culture: levels of government, current leaders, and responsibilities
2. Given the three branches of the federal government, state their functions and the powers.	Report info: descriptive: The President is the head of the executive branch. He executes the laws.	By the People, For the People, p. 15-19,35-39, 52-65, 71-75, 80-82 Way to US Citizenship,p. 32-52, 56-58 Look at the USA 1, p. 65-80	Holidays: Presidents' Day Structures: Definite article Simple present Cross-culture: responsibilities and powers of federal government in native country
3. Identify the three parts of the Constitution and their purpose.	Report info: descriptive: The articles of the Constitution describe the powers of the 3 branches.	By the People, For the People, p. 9, 20-25 Way to US Citizenship, p. 29-31 Look at the USA 1, p. 61-64, 83-86.	History: America's Fight for Freedom Structures: Simple present Definite article Cross-culture: Important documents in native country

CIVICS/GOVERNMENT LEVEL 450

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Compare rights and responsibilities of US citizens to native country.	Report info: self: In the US, you have to ...;however, in my country, ...	By the People, For the People, p. 127-131	Legal: rights and responsibilities Structures: Simple present Have to However
5. Identify local, state, and federal taxation requirements and process for paying taxes.	Report info: descriptive: In Arlington, you must pay personal property taxes on your car by September 15th.	By the People, For the People p. 132-136 Look at the USA 1, p. 91-94	Legal: rights and responsibilities Structures: Simple present Must, have to Cross-culture: taxation in native country
6. Identify requirements for naturalization.	Report info: chronological, descriptive First, you get an application from the INS. Then, you	The USA: Customs and Institutions, p. 269-277 Handbook for Citizenship, p. 10, 13-17 Way to US Citizenship, p. 106-108	Structures: Sequence markers Simple present Cross-culture: requirements for naturalization in native countries; dual citizenship
7. Given an aspect/aspects of government, compare and contrast U.S. government with government of native country.	Report info: self: In my country, the federal government is divided into two parts. However, in the US...		Structures: However Simple present

CAI/AV: PC USA; PC Globe; Prodigy - Encyclopedia; Compton's Multi-media Encyclopedia

CONSUMERISM LEVEL 450

Developmental Reading: See end of level for objectives. Invest: Buyer Beware, Buyer Be Wise; Invest: You Can Win the Advertising Game; Expressways 3 Workbook B, p. 70-71; Even More True Stories, unit 8.

Developmental Writing: See end of level for objectives. Basic Writing, unit 7, p. 187, 191; Springboards p. 30

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given a major purchase, specify personal needs and request information. (Possible contexts: house, car, furniture, appliances)	Express needs: I need a new, room air conditioner. Seek info: price, condition: How old is the car? How many miles does it get/have? What kind of payment plan can I get? How much does it cost?	Expressways 2, p. 68 ETC 6 Reading/Writing, Ch. 6 Competency in English, Ch. 7 Lifelines 4, unit 4 Skill Sharpeners 4, p 54-55 Brochures	Media: commercials/ads Structures: Wh questions Modals Cross-culture: getting a good buy: bargaining, sales; types of advertising
2. Write a business letter of complaint.	Express complaints: I received a damaged product and would like my money back.	ETC 4 Reading/Writing, Ch. 5. ETC 6 Reading/Writing, p. 82-84 Think Twice, p. 71-72 Business Correspondence: Letters, Faxes, & Memos, unit 5A Communication Skills that Work 2, p. 126-127	Transportation: describe problems Structures: Simple past Would like Cross-culture: how complaints are made in native country

CONSUMERISM LEVEL 450

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
3. Request information about loans.	Express needs: Could you tell me about... Seek information: descriptive How do I apply for a loan? How long will it take for approval?	Lifelines 4, unit 3 Expressways 2, p. 135 Bank brochures	Telephone: request info Structures: Wh questions Cross-culture: purchases made with loans
4. Fill out a loan application.		Lifelines 4, p 18-20 Bank loan applications	Getting Started: forms
5. Ask and answer questions about educational, health, and recreation activities, eg. classes, health clubs, sports, etc.	Express need: I'd like information about... Seek/report info: price, time, location When do classes begin? How much does...cost? Can you tell me when...? Which class is the best? This one is cheaper. This one is better because... Express opinion/preference: I think this one is the best because..	Lifelines 4, p. 70-72 Listening Tasks, Unit 10 (T) It's Time to Talk, p. 47, 77 Arlington Adult Education Schedule Arlington Recreation Catalog Health club advertisements and brochures Yellow pages	Getting Started: future goals Health: good health habits Media: entertainment guide Structures: Because Questions: wh & yes/no & embedded Comparatives/superlatives Modal: can Cross-culture: free-time activities, attitudes on aging, exercising, weight, diets
6. Complete forms to register for a class, sport, or health club.		Applications: Arlington Adult Education Arlington Recreation local health clubs	Getting Started: forms

CAI/AV: Invest: Lifeskills- Buying a Used Car (3-9), Consumer Protection(43), How to Use Credit (18), Checking Account (38), Letter of Complaint (Tier 2 - 233, 234); Goal Reading: Level 3 - Inferences, mixed.

HEALTH LEVEL 450

Developmental Reading: See end of level for objectives. Even More True Stories, unit 3, 5; Problem Solving, unit 5

Developmental Writing: See end of level for objectives. Write It Right, unit 10; Getting Together, p. 78-81; Springboards, p. 22-23

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Describe an illness or injury to a doctor, colleague, friend, or boss.	Report info: self, chronological I was walking down the hall when I slipped on some water. Express condition: I have been having trouble sleeping/breathing.	Reading Skills That Work 2, p. 24. Real Life English 4, p. 95-96 Lifelines 4, unit 9 Listen for It, Unit 13 (T)	Work: health/safety Structures: Simple past Past continuous When/while clauses Present perfect Cross-culture: when to see a doctor, preventative health care
2. Complete medical forms, e.g. medical history, hospital admissions, workman's compensation.		medical forms brochures describing workman's compensation and sick leave policies	Getting Started: forms Cross-culture: workman's compensation, sick leave/disabilities policies
3. Ask for/give advice about for illnesses and health-related problems.	Ask for/give advice: Do you know what to do for...? I've had a cold for a week. What should I do? You should take .... Where can I get free, low cost health care?	Getting Along in English, unit 8 Night and Day 3, unit 3 Expressways 2, p. 52, 57 Expressways 2 Wkbk A, p. 59 Side by Side 3, p. 103 Problem Solving, p. 83-87, 88-92 Expressways 3, p. 184-185	Structures: Present perfect Should, can Questions: wh & yes/no Cross-culture: traditional medicines

HEALTH LEVEL 450

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Express sympathy for illness or loss.	Express regrets/sympathy: I'm so sorry to hear... That's too bad. What a shame! I hope you're feeling better soon.	Listen for It, Unit 13 (T) Expressways 3, p. 11-13 Fitting In, ch. 4 Say It Naturally, ch. 10 (T) Student generated sympathy cards	Cross-culture: dealing with illness and grief
5. Give advice about good health habits and nutrition.	Give advice: You should exercise daily. You had better see a doctor. You ought to eat more vegetables. You should quit smoking.	Listen for It, Unit 9 (T) ETC 6, (all books) Unit 2 Taking Off, Unit 6 (T) Real Life English 4, unit 8 Real Life English 4 Wkbk, unit 8 Getting Together, p. 88-90 Night and Day 3, unit 2	Structures: Modals: should, ought to, had better Cross-culture: attitudes on weight, diets, exercise, smoking, drinking.
6. Inquire about local health classes, eg. CPR, first aid, exercise, diet.	Seek info: location, price Can you tell me when the next first aid course will be? How much does the class cost? Do I have to buy books? How long is the class?	Telephone Blue pages Telephone Yellow pages Brochures (hospitals, health maintenance organizations, adult education) Student generated questions.	Telephone: request info Consumerism: sports classes Structures: Embedded questions Yes/no & Wh-questions
7. Inquire about health-related problems, AIDS, child/spouse abuse.	Seek info: descriptive, self, others: Can you tell me the symptoms of hepatitis? Can I get AIDS from a mosquito bite? What can I do to prevent getting the disease? My friend's husband hits her. Who can help her?	Problem Solving; p.77-82 Brochures (local health department, Red Cross, TESOL AIDS Education Newsletter)	Telephone: request information Structures: Can Questions: wh & yes/no Cross-culture: AIDS myths, talking to children about sex and diseases, abuse

CAI/AV: Goal Reading: Level 4 (On the Job - Inferences), Level 3, 4 (Staying Healthy); Invest Tier 2: Level 1, Lesson 94 (childhood poisons); Invest: Lifeskills Lesson 21 (Medical Services)

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 450

Reading and Writing Development: See end of level for objectives. See resources below.

Needs Assessment: Classes are not expected to cover all holidays/special occasions. Students select one or two that they would like to cover.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. State importance of holiday/special occasion.	Report info: descriptive: We celebrate Memorial Day to remember the soldiers who fought for the United States.	Structures: Simple present and past Relative clause
2. Describe how and when holiday/special occasion is celebrated.	Report info: descriptive: Americans often celebrate Independence Day with fireworks, picnics, and parades.	Structures: Simple present Adverbs of frequency
3. Identify major historical events relevant to the holiday/special occasion.	Report info: descriptive, chronological: The Pilgrims landed at Plymouth Rock in 1620.	Structures: Simple past
4. Compare and contrast how a holiday or holidays are celebrated in the US and in the native country.	Report info: descriptive, self: In my country, we don't celebrate Halloween, but children dress in costumes on .... We celebrate more religious holidays than here.	Structures: Simple present But Comparatives

HOLIDAYS AND SPECIAL OCCASIONS LEVEL 450

HOLIDAYS AND SPECIAL OCCASIONS		RESOURCES
Holiday's in Chronological Order: New Year's Inauguration Day Martin Luther King's birthday President's Day Groundhog's Day Valentine's Day St. Patrick's Day April Fools' Day Memorial Day Mother/Father's Day Flag Day Fourth of July Labor Day	Halloween Columbus Day Election Day Veteran's Day Thanksgiving Day Christmas Other: birthdays marriages births/deaths Friday 13th holidays in students' native countries	Way to US Citizenship Content Area ESL Champions of Change: Famous Black Americans Champions of Change: Famous Hispanic Americans Taking Off (T) America's Story 1 and 2 The USA: Customs and Institutions Handbook for Citizenship All Sides of the Issue Variations Multicultural Workshop Springboards (Halloween) Field trips: memorials, museums, National Archives, The Capitol, Arlington Cemetery

CAI/AV: PC USA; PC Globe; Prodigy - encyclopedia; MECC Dataquest - Presidents; Invest Tier 2 reading - famous Americans

LEGAL SERVICES LEVEL 450

Developmental Reading: See end of level for objectives. ESL for Action: discrimination; Even More True Stories; Ch. 14. See content Problem Solving (Units depend on legal topic chosen); Trial by Jury

Developmental Writing: See end of level for objectives. Non-stop Discussion (Capital punishment) See content resources.

How to use this unit: The class selects the context or contexts within which to accomplish the lifeskills objectives. See suggested contexts and unit objectives. The resources listed across from the objectives relate primarily to language development. Context resources are suggested directly below. Also see CAI/AV resources at the end of the unit.

Teachers should be careful about giving legal advice. The purpose of this unit is to help students identify appropriate resources and to develop the language skills needed to seek and comprehend legal advice.

Legal Contexts:

abuse (child abuse - ca, spouse abuse - sa)
consumer rights (cr)
crime prevention (cp)
court system (cs)
housing (h)
immigration (i)
job discrimination (jd), eg. document, national origin, sex discrimination)
local law (ll)
rights and responsibilities of US citizens (us)
state law (sl)
traffic law (tl)

Context Resources:

Springboards, p. 19 (cs), p. 60 (tl)
On a Roll, Unit 6 (h)
It's Yours: The Bill of Rights (us)
American Government: Freedom, Rights, Responsibilities, Unit 2,3,4 (us), (sl)
ETC 5 (all books), Ch 5
ETC 6 (all books), Ch 6, 9
By the People, For the People, p. 127-131 (us)
It's Time to Talk, p. 112 (cp)
Job Discrimination Curriculum: MIRA (jd)

Arlington Information & Referral service (all)
Department of Motor Vehicles (tl)
Tenant/Landlord Commission (h)
Pamphlets
Guest Speakers: police, advocate attorneys, immigration
Field Trips: Arlington County Courthouse

OBJECTIVES	FUNCTIONS/SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given an information directory, identify resources for a legal issue/problem.	Express needs: If I have a problem with ____, I need to contact ____.	Arlington County Directory Telephone books Springboards, 42-43 It's Time to Talk, p. 72	Structures: "If" clauses

LEGAL SERVICES LEVEL 450

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
2. Given a telephone recording, identify type of assistance available, office hours, and location.	Seek/report info: location, time: The ____ handles ____. The office is open ____. The office is located ____.	44+ Ways to Use Answering Machines: Recorded Messages	Telephone Cross-culture: recordings
3. Given an appointment or telephone inquiry, request assistance and/or clarification.	Request Assistance: I am having a problem with ____. Can you help me? Make/respond to requests: clarification: I'm sorry. I didn't hear you. What number should I call?	Expressways 3, Unit 4	Telephone Structures: Simple present Present continuous
4. Given information from resources, state major rights and responsibilities.	Report info: self: I must not drink and drive. I should report crimes immediately. I have the right to an attorney.	Handbook for Citizenship, p. 64-71 Choices: It's Your Right, Units 6, 8 American Government: Freedoms, Rights, Responsibilities, Units 2, 3, 4 It's Yours: The Bill of Rights, (all) Arlington brochures	Civics and Government: Rights Structures: modal verbs Cross-culture: rights and responsibilities of citizens.
5. Given a legal issue, identify the problem(s), possible solutions, and consequences.	Express opinion: I think the best solution is ____. If you do that, ____. Ask for/give advice: What do you think I should do? You should _________.	Problem Solving(Units depend on topics chosen) Trial by Jury (T) Student-generated problems	Work: problem solving Structures: If clauses Cross-culture: approach to problem solving
6. Given a legal issue, complete a written report, including necessary forms and a description of the incident.		Choices: It's Your Right, Units 2, 7 Report forms (eg. accidents, crimes, discrimination)	Transportation: accident report
CAI/AV: Goal: Reading Level 4: facts, mixed; Where in the World is Carmen San Diego?			

MEDIA LEVEL 450

Developmental Reading: See end of level for objectives. Americana Articles 1, unit 3; Invest: Buyer Beware, Buyer Be Wise; Even More True Stories, Unit 3; Invest: You Can Win the Advertising Game; How to Use the Newspaper; How to Use the Classified Ads

Developmental Writing: See end of level for objectives. Invest: You can win the Advertising Game; Non-Stop Discussion Book, unit 22

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Make predictions using headlines, visuals, and subtitles.	Seek/report info: location, time, others Where does this article take place? This article discusses the location of the next Olympics.	Great Ideas, unit 13 (T) Newspapers, p. 59, 85 Get it? Got it!, p. 158-161, 161-162 ETC 5 (all books) Chapter 9 Making the Most of News For You, Unit 2 Newspapers: News for You, USA Today	All related topics Structures: Simple present Cross-culture: newspapers in native countries
2. Given a news article, identify fact and opinion.		Skill Building with Newspapers, unit 3 Invest Reading 4B, 5A, 5B: fact/opinion Making the Most of News For You, Unit 4 Using the Newspaper in the ESL Classroom: "Fact and Opinion" Skill Sharpeners 4, p. 64-65 USA Today	All related topics Cross-culture: role of editorials
3. Summarize a news item (TV and/or print) orally and in writing.	Report info: chronological This article is about... It says... First ...	Making the Most out of News for You, p. 6, 15, 18, 22-24 Newspapers, p. 55 Newspapers: News For You, USA Today	All related topics Structures: Simple present Sequence markers
4. Given a news commentary (TV, radio or print), state own opinion.	Express opinion: I think .... In my opinion,....	Great Ideas, unit 14 (T) Expressways 3, p. 141, 146-147 Ready to Write, Ch. 6 Fitting In, 182-188 Newspapers: News for You, USA Today TV/radio commentaries	All related topics Cross-culture: talking about politics in native country

MEDIA LEVEL 450

OBJECTIVES	FUNCTIONS/SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Given an entertainment guide, ask and answer questions about local weekend activities.	Make/respond to invitation: Would you like to... What about... I can't tonight. Maybe some other time. Seek/report info: time, location, price: When is the movie showing? Is there a good movie at ...? The concert begins at 8:30.	Skill Sharpeners 4, p. 116-117 Great Ideas, unit 8 (T) Expressways 3, p. 99 Washington Post Weekend section	Consumerism: free time activities Structures: Questions: wh & yes/no Cross-culture: leisure time in native country
6. Given a TV/radio commercial and/or print ad, identify product, audience and message (stated or unstated).	Express opinions: I think that... I believe... I would (not) buy this because Express likes/dislikes: I like this one because... That one is too...	Multicultural Workshop, Unit 3, ch. 4 It's Time to Talk, p. 152 Skill Building with the Newspaper, p. 71-79 ETC 6 (all books), Ch 6 Great Ideas, unit 15 (T) TV commercials print ads in-language ads brought in by students	Consumerism: major purchases Structures: Because Cross-culture: advertising in native country.
7. Given news items from print and radio/TV, compare differences in coverage of information.	Express opinions/attitudes: There are more details in the news article. The pictures are better on TV.	Newspapers, p. 45 TV news broadcasts Newspapers: USA Today, News For You	All related topics Structures: Comparatives There is/are

CAI/AV: Invest: Lifeskills #43 - Using Consumer protection tactics

TELEPHONE/COMMUNICATION LEVEL 450

Developmental Reading: See end of level for objectives. Expressways 3 Workbook A, p. 24-25

Developmental Writing: See end of level for objectives. Springboards, p. 47; More Recipes For Tired Teachers, p. 34-35; Write from the Start, p. 20-21

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Take/leave phone messages.	Express need/Ask someone to do something: I'd like to speak to ... May I please speak to... Can I leave a message? Would you please tell her that ... Would you like to leave a message? Make/respond to request: clarification: What did you say your name was? Did you say... I didn't get that. I said...	44+ Ways to Use the Answering Machine, #43-45 Communication Skills the Work 2, units 8-9 Great Ideas, p. 22 (T) Write from the Start, p. 44-45 Listen for It, Unit 15 (T) Expressways 2, p. 124 message pads teletrainer	Getting Started: small talk Structures: Polite questions Cross-culture: ways people use phone: business, information, a way to "visit" (Culturally Speaking, p. 124, 129)
2. Respond appropriately to a wrong number.	Report info: self/others: There's no one here by that name. I (You) must have the wrong number. What number were you trying to call? .... doesn't have this number anymore.	Expressways 2, p. 19 Culturally Speaking, p. 120-122 teletrainer	Structures: Must have Past continuous
3. Report information from recorded messages (operator, informational messages, answering machines, voice mail).	Report info: descriptive, condition: The operator said that the number has been disconnected. Your teacher called. She wants you to call her back. The movie begins at 8 p.m.	44+ Ways to Use the Answering Machine, various activities Tuning Into Spoken Messages, units 2, 4-6 (T) Listening Tasks, unit 9 (T) Listen for It, Unit 7 (T) Culturally Speaking, p. 134	Structures: reported speech Cross-culture: prevalence of recorded messages in native country

TELEPHONE/COMMUNICATION LEVEL 450			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
4. Request information over the phone, eg. local events, library, store hours, educational opportunities	Seek info: time, price, location: I'd like some information about... Could you tell me where... I'm calling to find out about... What time do you open? How late are you open?	Great Ideas, p. 23-24 (T) Lifelines 4, unit 11 Expressways 2, p. 120 Listening Tasks, unit 5, 10 (T) teletrainer	Consumerism Structures: Embedded questions Wh questions
5. Use phone to accept/decline an invitation.	Make/respond to invitation: Would you like to... I was wondering if you'd like to... Sounds great! I'd love to but I have to...	Fitting In, unit 3 Say It Naturally, unit 8 (T) Listen for It, Unit 5, 8 (T) teletrainer	Getting Started: small talk Structures: Would love/like to Have to But Cross-culture: ways, reasons to decline invitations, does yes mean yes?
6. Compare long distance phone plans.	Express preference: I like this one more because... This one is better because...	phone company brochures television advertisements	Consumerism: ads Structures: Comparatives Because
7. Given phone book or telephone directory, locate names and numbers.		Springboards, p. 36-43 How to Use the Telephone Book White Pages Yellow Pages Blue Pages Arlington Phone Book Arlington Mini Directory	Legal: locating appropriate services
CAI/AV: Goal Reading: level 2 Life skills			

TRANSPORTATION LEVEL 450

Developmental Reading: See end of level for objectives. Ability to Risk, unit 6; Skill Sharpeners 4, p. 52-53; Even More True Stories, unit 14; Springboards, p. 19, 60

Developmental Writing: See end of level for objectives. Even More True Stories, p. 85; Write It Right, lesson 12; Springboards, p. 19, 60

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given a local/state map, state route to specific destination.	Report info: location: Take Route 66 to exit 68. Tyson's Corner is west of Arlington. It's about 5 miles on Route 7.	Read Right!, p. 50-51 Life Skills Reading, unit 18 Step into Writing, unit 2 State and local maps.	Getting Started: maps Structures: Imperatives Prepositions of place
2. Ask for and give directions to given locations.	Seek/report info: location, directions I'm looking for.... Is ... far from here? It's just around the corner. Make/respond to request: clarification: Excuse me. How far is it?	Get It? Got It!, p. 10-16 Strategies in Listening, unit 13 (T)	Structures: Present continuous Prepositions of place
3. Complete driver's license application.		Book of Forms, p. 44 A Writing Book: English in Everyday Life, p. 116 Life Skills Reading, p. 92-93 DMV forms	Getting Started: forms Health: forms Cross-culture: requirements for drivers' license
4. Identify common traffic laws and signs.	Seek/report info: signs/symbols: Is it OK to turn right on red? What does ... mean? That sign means "yield".	Life Skills Reading, unit 5-6 Choices: It's Your Right, p. 12	Structures: Simple present Questions: wh & yes/no Cross-culture: similarities and differences in driving rules and regulations

TRANSPORTATION LEVEL 450

OBJECTIVES	FUNCTIONS/SAMPLE LANGUAGE	RESOURCES	INTEGRATION
5. Given a violation, ask and answer questions to the police.	Seek/report info: self: What did I do wrong? I didn't realize that. Make/respond to request: clarification: Excuse me. I'm not sure what the problem is.	Choices: It's Your Right, unit 2 Expressways 2, p. 142 Competency in English, p. 64 Can We Talk?, unit 18 In Put/Out Put, unit 10 (T)	Legal: traffic laws Work: apologizing Structures: Simple past Wh-questions Cross-culture: speaking to police
6. Report a car accident.	Seek/report info: chronological: What happened? He went through a stop sign and hit me. Seek/report info: condition, descriptive: What was the damage to your car? Are you all right? My bumper was dented.	Lifelines 4, unit 13 Expressways 2, p. 51	Legal: accident Structure: Past continuous Simple past Cross-culture: speaking to police
7. Complete an accident report.		Choices: It's Your Right, p. 11 ETC 3 Reading/Writing, p. 44	Legal
8. Describe a problem with a car and request service.	Seek/report information: condition: What's the problem? It needs an oil change. The signal light doesn't work. Seek/report info: price/time: Can you give me an estimate? How long will it take? About $125 Make/respond to request: clarification: Excuse me. How much will it cost?	Lifelines 4, unit 5 Real-Life English 4, unit 10	Consumerism: complaints Structures: simple present future (will) wh-questions

CAI/AV: Goal Reading Level 4: facts with appropriate vocabulary.

US HISTORY LEVEL 450

Developmental Reading and Writing: See end of level for objectives. Look at the US 2; Content Area ESL: Social Studies; The Way to US Citizenship; Highlights of American History; America's Story 1, 2; Handbook for Citizenship; Skill Sharpeners 3; Yesterday and Today in the USA; Consider the Issues; Champions of Change: Famous Black Americans; Champions of Change: Famous Hispanic Americans

Unit Needs Assessment: Students select a historical period or periods. See historical periods on the next page.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	INTEGRATION
1. Describe major events, issues and/or individuals in historic period.	Report info: descriptive, chronological: During the Civil War, the North fought against the South. Abraham Lincoln signed the Emancipation Proclamation, which freed all the southern slaves.	Holidays/Special Occasions Structures: Simple past Relative clauses
2. State cause and effects of major events.	Report info: cause/effect, descriptive: The colonists were unhappy because they didn't have representation in the government. The southern states fought to keep slavery for economic and social reasons.	Holidays/Special Occasions Structures: Simple past Because/for
3. Compare and contrast events or a person with events or a person in native country.	Report info: self, descriptive: Our Independence Day is September 5 but yours is July 4. Gandhi was a leader in India who believed in non-violent protest. Martin Luther King learned a lot from Gandhi The US has more immigrants than my country.	Holidays/Special Occasions Structures: Simple present But Relative clauses Comparatives

CAI/AV: Compton's Multi-media Encyclopedia; PC USA; MECC Dataquest - The 50 States, Presidents; Invest Tier 2 Reading Level 2: #48, 34, 36, 38, 43, 44, 41, 39, 410; Prodigy: Encyclopedia

US HISTORY: LEVEL 450

HISTORICAL PERIODS: Points to Cover

Exploration and Early Colonies
1. The first Americans.
2. Christopher Columbus and his explorations. Other major explorers.
3. The first settlers and why they came.

Americans Fight For Freedom
1. The 13 colonies and their early forms of government.
2. Problems between the colonies and England.
3. The Revolutionary War.
4. The author and purpose of the Declaration of Independence and two basic principles underlying "all men are created equal".
5. The Articles of Confederation and the Constitution.

The Nation Grows
1. The territories added in the 19th century.
2. Lewis and Clark: explorers of the Northwest.
3. Reasons for westward expansion.

The Civil War
1. Causes of the Civil War.
2. The Union and Confederate States.
3. Abraham Lincoln and his importance to US history.
4. Changes after the Civil War.

The Industrial Age and Early Immigration
1. The industrial age and important inventions.
2. Major ethnic groups that have come to the US. Why they came and where they settled.

The World Wars
1. The reasons the US fought in World War I.
2. The results of World War I.
3. Causes of the Depression.
4. Ways the government helped the people.
5. Major events of World War II

After World War II
1. The 'Cold War'
2. Major issues of the Civil Right's Movement.
3. Martin Luther King, Jr.
4. The Vietnam War and the US involvement in the conflict.
5. John F. Kennedy

WORKING IN THE US 1: FINDING WORK LEVEL 450

Developmental Reading: See end of level for objectives. Contact USA, unit 8; Problem Solving, Unit 6 #2, 3, p. 112-113

Developmental Writing: See end of level for objectives. The Writing Challenge, unit 3; Springboards p, 47, 48, 53; Problem Solving (see above)

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify obstacles to finding a job and give strategies for overcoming the obstacles.	Report info: self, others: I don't know where to look for a job. It's hard to find a job in the US because... Express advice: You should look in the newspaper. Ask for advice: I am having trouble finding a job. What should I do?	Problem Solving, p. 75 (Belay's Problem) ESL for Action, Unit 2, lesson 2 Job Discrimination Curriculum (MIRA) Working Culture 2, ch. 7, 8 Put It in Writing, p. 56-58 Student generated issues	Legal: discrimination Structures: Because Modals Simple present Simple past Cross-culture: obstacles to employment, including working women
2. Interpret want ads and job announcements, including abbreviations.	Report info: objects/signs/symbols: What does "PT" mean? "PT" means part-time.	ESL for Action, Unit 2, p. 28-29 It's Up to You, Unit 3 (T) Skill Sharpeners 4, p. 94, 97 Invest in the Future: The Job Hunt English Works Video: Reading Job Announcements Newspaper ads, library, job boards, job fairs, employment centers	Media: ads Structures: Simple present Wh-questions
3. Fill out complex job applications, including references.		ETC 3 Grammar, Ch. 4. Working in English 2, p. 60-61 Invest in the Future: The Job Hunt, p.49 Applications from local companies and students' companies	Getting Started: Forms

WORKING IN THE US 1: FINDING WORK LEVEL 450

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
4. Write a simplified resume.		Lifelines 4, Ch. 14 Lifeskills Writing Exercise Book , Ch. 7 Expressways 2 Workbook A 46-47 Skill Sharpeners 4, p. 95 Working Culture 2, ch. 2	Cross-culture: role of resume, reverse chronological order
5. Make appointment for an interview.	Express needs: I saw your ad in the paper. Is the position still open? Could I schedule an appointment?	It's Up to You, Unit 4 (T) Expressways 2, p 41	Telephone Legal: Appointments Structures: Questions
6. Ask/answer questions in a job interview.	Seek/report info: self: (Tell me why I should hire you). (Tell me about your experience). (What are your strengths?) (What are your weaknesses?) Express capability: I've had a lot of experience... I worked as a... I'm flexible and patient.	Communication Skills that Works 1, p. 65-67 Expressways 3, p. 108-109 Expressways 3 Workbook B, p. 10-13 ESL for Action, Unit 2, lesson 3 It's Up to You, Units 5-6 (T) Invest in the Future: The Job Hunt, p. 56-72 Getting Together, p. 139 English Works Video (Job Interview)	Getting Started: describing experiences, goals Structures: Present perfect Simple past Simple present Cross-culture: "selling yourself" role of eye contact, body language, appearance, what to take to the interview
7. Write thank-you note after interview.	Express gratitude: Thank you for taking the time to meet with me.	Lifeskills Writing, Ch. 7	Structures: Gerunds/Infinitives
8. Conduct follow-up phone call.	Seek/report info: self: I'm calling to ask about my application.		Getting Started: personal ID, small talk Telephone

CAI/AV: Virginia View

WORKING IN THE USA 2: ON THE JOB LEVEL 450

Developmental Reading: See end of level for objectives. Contact USA, unit 7; Even More True Stories, unit 10; ESL for Action, p. 21-23, p.44

Developmental Writing: See end of level for objectives. Springboards, p. 47

Unit Needs Assessment: See needs assessment appendix for details.

OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Give/follow complex instructions.	Instruct/respond to instructions: If the guest has checked out, inspect room 305. If not, then do room 308.	Communication Skills That Work 1, Unit 1, 3-4 Working in English 2, p. 106 Expressways 3, p. 33-36 Expressways 3 Workbook A, unit 4 ESL for Action, p. 47 Purple Cows and Potato Chips, p. 47-53, 79-80, 98-99 Look Who's Talking, p. 57, 58 English Works Video: Responding to Instructions	Getting Started: emergency procedures Structure: If clauses Imperatives
2. Ask/respond to requests for clarification of instructions.	Make/respond to request: clarification: Which room do I need to inspect? I'm not following you. Do you understand?	ESL for Action, p. 47 May I Help You?, Ch. 1 (T) Expressways 3, p. 33-36 Expressways 3 Workbook A, unit 4 Communication Skills that Work 1, unit 1, Strategies in Listening, unit 9 (T) English Works Video: Asking for Clarification	All units & appropriate objectives Cross-culture: appropriateness of and ways to get clarification
3. Give/respond to praise and criticism.	Give/respond to advice: I would like to offer a suggestion ... I recommend changing... I hadn't thought of that. Express satisfaction/dissatisfaction: You really should have ... Well done!	Expressways 3, p. 134-135, 162-163 Expressways 3 Workbook B, p. 33 Communication Skills that Work 1, p. 70 Business Correspondence: Letters, Faxes and Memos, p. 131-133 Lifeskills Writing Exercise Book, Ch 8	Consumerism: letter of complaint Structure: Gerunds/infinitives Perfect modal Would like

WORKING IN THE USA 2: ON THE JOB LEVEL 450			
OBJECTIVES	**FUNCTIONS AND SAMPLE LANGUAGE**	**RESOURCES**	**INTEGRATION**
4. Ask for promotion or raise, citing examples of effective work performance.	Seek permission: Could I talk to you about a raise? Do you think I am doing a good job? Express capability: I have been working here for ... My work has been good.	May I Help You?, Ch. 6 (T) Speaking Up at Work p 169. The Working Culture 2, Ch. 9, 10 Working in English 2, unit 15 Real Life English 4, p. 102-108 Expressways 3, p. 120-121 Expressway 3 Workbook B, p. 20-21	Structure: Present perfect Yes/no questions Cross-culture: "selling yourself", body language, eye contact
5. Respond or apologize for mistakes or misunderstandings.	Express/respond to apologies: I'm sorry for not checking the inventory. I got busy with the customers. I'm sorry. I misunderstood you. That's OK. I will explain it more clearly next time.	May I Help You?, Ch. 3 (T) Fitting In, p. 70-74 Lifelines 4, unit 2 Expressways 3, p. 166-167 Expressways 3 Workbook B, p. 64-65 English Works Video (Dealing with Mistakes)	Transportation: traffic tickets Structures: Simple past Cross-culture: dealing with mistakes
6. Report health and safety issues.	Report info: cause/effect: Jose fell off the ladder. I think he broke his leg. Give/respond to warning: Watch out! There's something wrong with ... Thanks for the warning.	ESL for Action, Unit 6 Expressways 2, p. 155 Expressways 3, p. 136 Fitting In, p. 115-119 Say It Naturally, unit 16 (T) English Works Video (Safety on the Job)	Getting Started: emergency procedures Health: describe injuries Structure: Imperatives Simple past
7. Given a work-related issue, identify the problem(s), possible solutions, and consequences.	Express advice: You had better report the problem to your supervisor. You should call a lawyer.	ESL for Action, Units 5, 6, 7, p. 164-168 Job Discrimination Curriculum (MIRA) Springboards, p. 48 Working Culture 2, ch. 12 Student generated issues	Legal: various contexts Structures: Had better, should Cross-culture: how issues are dealt with in native countries
CAI/AV: Goal: On the Job-Reading: Level 4; Invest: Lifeskills - Employability skills lessons; Virginia View			

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WRITING DEVELOPMENT - 450

Writing development is integral to this curriculum and has been integrated into every topic unit. (See individual units: Writing Development).

LEVEL OBJECTIVE: To write a paragraph.

VARIABLES:
- familiar or unfamiliar topic
- narrative, descriptive and/or opinion
- with main idea and supporting details
- level appropriate

The goal for writing development at level 450 is to reach level 550. See entry level descriptions.

EVALUATION CRITERIA:
- communicates ideas to readers
- elaborates ideas
- uses compound and complex sentences
- includes main idea and supporting details
- correct punctuation and capitalization
- correct verb tenses (simple present, simple past, present continuous, future)

Evaluation criteria indicate how to evaluate the level objective. These criteria should be used to evaluate writing throughout the cycle and to determine achievement of the level objective at the end of the cycle.

WRITING SKILLS DEVELOPMENT

Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.

Brainstorm ideas on a variety of topics: familiar and unfamiliar
Narrow and expand topic
Select and organize ideas for a topic
Include main idea and supporting details
Elaborate on ideas
Use/edit internal and end punctuation as well as capitalization and spelling
Edit for grammar:
    compound and complex sentence (using but and because)
    affixes (-s, -ed, -er, -est, -ing, -ment)
    subject, object, and possessive pronouns
    possessive adjectives and quantifiers
    verb tenses (simple present, present continuous, simple past, future)

RESOURCES

Below are the resources suggested for this level. Also see individual units for suggested integration with topics.

Problem Solving
The Writing Challenge
Composition Practice: Book 2
Basic Writing
Start Writing
Write from the Start
Lifeskills Writing
ETC 3-6 Reading/Writing
It's Up To You
Ready to Write

READING DEVELOPMENT - 450

Reading development is integral to this curriculum and has been integrated into every topic unit. (See individual unit: Reading Development.)

LEVEL OBJECTIVE: To read non-simplified texts.

VARIABLES:
- familiar topics
- with/without visuals
- level appropriate

The goal for reading development for level 450 is to reach level 550. See entry level descriptions.

EVALUATION CRITERIA:
- answer questions orally and in writing (factual, some inference and opinion)
- scan text to locate information
- identify the main idea
- retell story orally

Evaluation criteria indicate how a student at this level should be able to demonstrate comprehension of text. These criteria should be used to evaluate reading throughout the cycle and to determine achievement of the level objective at the end of the cycle.

READING SKILLS DEVELOPMENT	RESOURCES
Below are the skills that students will need to master in order to achieve the level objective. These skills should be practiced throughout the cycle.	Below are the resources suggested for this level. Also see individual units for suggested integration with topics.
READING Make predictions from titles, subtitles, and headlines Skim for main idea Scan for specific information Read for meaning with minimal stopping for context clues Deduce word meaning in context Distinguish between fact, opinion, persuasion, and editorial VOCABULARY Deduce word meaning in context Deduce meaning with common prefixes, suffixes, and common roots Deduce meaning of compounds	Contact USA Problem Solving Communication Skills That Work 1, 2 Reading Skills That Work 1 It's Up to You Even More True Stories Variations Working Culture 2 ETC 3-6 Reading/Writing News for You USA Today Teacher resource: Making the Most of News for You

STRUCTURES-450

STRUCTURES	UNITS	RESOURCES
ADJECTIVES:		
clause	History, Holidays	
comparative	Civics, Getting Started, Consumerism, History, Holidays, Media, Telephone	ETC Grammar 3; p. 110 ETC Grammar 4; p. 124 Grammar in Use; Unit 97-99 Grammarwork 2; p. 73-76 Grammarwork 3; p. 61-63 Side by Side 2; p. 36-43, 49-50, 52, 67-68 Skill Sharpeners 3; p. 111-119 Skill Sharpeners 4; p. 12-14
superlative	Consumerism, Getting Started, Media	ETC Grammar 3; p. 95, 110 ETC Grammar 4; p. 124 Grammar in Use; Unit 100 Grammarwork 2; p. 77-79 Side by Side 2; p. 46-33 Skill Sharpeners 4; p. 12-14 Skill Sharpeners 3; p. 111-119
ADVERBIALS:		
cause/reason	Consumerism, Finding Work, History, Media, Telephone	
frequency (often, never)	Holidays	ETC Grammar 3; p. 58 ETC Grammar 4; p. 22 Grammar in Use; Unit 102 Grammarwork 2; p. 25 Skill Sharpeners 3; p. 21, 28, 43-45
sequence markers (first, then)	Civics, Health, History, Legal Services, Media	
when/while	Getting Started, Health	ETC Grammar 3; p. 135-137 ETC Grammar 4; p. (?) Grammarwork 3; p. 46-48 Side By Side 2; p. 80-83 Side By Side 3; p. 14-15
ARTICLES:		
definite	Civics, Health	ETC Grammar 4; p. 89 Grammarwork 4; p. 8-16
indefinite		ETC Grammar 4; p. 89
CONDITIONAL CLAUSES:		
real present	Getting Started, Legal, On the Job	ETC Grammar 4; p. 149 Grammar in Use; Unit 34 & 35 Skill Sharpeners 4; p. 60, 61, 91, 113-115
CONJUNCTIONS:		
but	Civics, History, Holidays, Telephone	Grammarwork 4; p. 72-74 Side By Side 3; p. 129-131

STRUCTURES-450

STRUCTURES	UNITS	RESOURCES
MODAL VERBS:		
can	Consumerism, Health, Telephone	
could	Finding work	ETC Grammar 4; p. 19-21 ETC Grammar 3; p. 45-55 Grammarwork 4; p. 60-61 Side By Side 2; p. 86-89, 92-93
may/might	Telephone	ETC Grammar 4; p. 33-35 Grammarwork 2; p. 64 Grammarwork 3; p. 86
must/have to	Civics, Getting Started, Legal, Telephone	ETC Grammar 4; p. 36-39 ETC Grammar 3; p. 52-55 Grammarwork 3; p. 83-85 Grammarwork 2 ; p. 70-72 Side By Side 2; p. 99
should	Finding Work, Health, Legal, Media, On the Job	ETC Grammar 4; p. 36-39 ETC Grammar 3; p. 52-55 Grammarwork 3; p. 81-82 Side By Side 2; p. 39-41, 70, 102-103 Skill Sharpeners 4; p. 70, 76, 77, 111, 112
would like (noun/to)	Consumerism, Getting Started, On the Job, Telephone	ETC Grammar 3; p. 47-49 Grammarwork 2; p. 65, 67, 69 Side By Side 2; p. 21, 31
would rather/ prefer		ETC Grammar 3; p. 47-49 Grammarwork 3; p. 87, 88
perfect modals	On the Job	Side By Side 4; ch. 4
PREPOSITIONS:		
place	Transportation	ETC Grammar 4; p. 107 Grammarwork 3; p. 20 Side By Side 2; p. 56-63
time		Grammarwork 2; p. 7 Grammarwork 3; p. 21
REPORTED SPEECH:	Telephone	ETC Grammar 3; ch. 9 Grammar in Use; Unit 45 & 46 Grammarwork 4; p. 90-94 Side By Side 4; p. 100-113 Skill Sharpeners 4; p. 32, 102
THERE IS/ THERE ARE:	Media	
VERBS:		
future	Getting Started, Transportation	ETC Grammar 3; p. 78 ETC Grammar 4; p. 61
imperative	Getting Started, Health, On the Job, Transportation	ETC Grammar 3; p. 6
past continuous	Health, Telephone, Transportation	

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STRUCTURES-450

STRUCTURES	UNITS	RESOURCES
VERBS: (cont.)		
present continuous	Getting Started, Legal, Transportation	
present perfect (continuous)	Finding Work, Getting started, Health, On the Job	ETC Grammar 4; ch. 5 ETC Grammar 3; ch. 10 Grammar in Use; Unit 13, 14, 15 Side By Side 3; ch. 4 & 5 Skill Sharpeners 3; p. 43-45, 51, 73-74, 93, 98, 100, 102, 107 Skill Sharpeners 4; p. 29, 30
simple past	All Units	ETC Grammar 3; p. 15, 20, 37 Side by Side 2; ch. 1
simple present	All Units	ETC Grammar 3; p. 15, 20, 37, 58, 73
verb + gerund	On the Job	ETC Grammar 4; ch. 8 Grammar in Use; Unit 51-58 Grammarwork 3; p. 24-25 Side By Side 3; p. 74-85 Skill Sharpeners 3; p. 9, 11, 108
verb + infinitive	Finding work, Getting Started, Media, Working in USA	ETC Grammar 4; ch. 8 ETC Grammar 3; p. 68, 87, 118 Grammarwork 3; p. 23, 25 Side By Side 3; p. 74-85
QUESTIONS:		
wh	All Units	ETC Grammar 3; ch. 1, 2 Grammarwork 2; p. 1, 9, 22, 25, 27, 35, 52 Side By Side 2; p. 69
yes/no	All Units	Grammarwork 2; p. 34, 54, 89 Grammarwork 3; p. 52, 57
embedded	Consumerism	ETC Grammar 3; p. 151-158 ETC Grammar 4; p. 159 Side by Side 4; p. 31-44 Skill Sharpeners 4; p. 62, 63, 66

LEVEL 550

The advanced level (550) is designed as a bridge course between the functional, lifeskills oriented levels (100-450) at REEP and the types of educational institutions that our learners may transition to upon completion of the REEP program, ie. intensive academic or vocational training programs. For this reason, 550 is more skills-based than the lower levels and is organized by study and language skills rather than by topic areas. However, 550 is learner-centered, and needs assessment is integral to the successful implementation of the curriculum at this level (See Written Questionnaire: Level 550 and Individualized Education Plan (IEP) in the needs assessment appendices).

The 550 level consists of:

- Overview of Unit Organization and Content
- Entry level descriptions that describe the students entering 550 with regard to their speaking, listening, reading, and writing
- Exit level descriptions that describe the speaking, listening, reading, and writing skills for students who have successfully completed the 550 level and are ready to transition to academic or vocational training programs
- Progress report
- List of level appropriate resources, including computer-assisted and audiovisual resources
- 8 instructional units (in alphabetical order).
- Structures and resources

OVERVIEW OF UNIT ORGANIZATION AND CONTENT

<table>
<tr><th colspan="3">UNIT TITLE: LEVEL 550</th></tr>
<tr><td colspan="3">NEEDS ASSESSMENT: Information about course needs assessment in the first unit of each level and unit needs assessment information for each level.</td></tr>
<tr><td colspan="3">DEVELOPMENTAL READING: Refers teachers to the "Reading Strategies" unit for developmental reading objectives and provides suggested resources for each unit.</td></tr>
<tr><td colspan="3">DEVELOPMENTAL WRITING: Refers teachers to the "Essay Writing" unit for developmental writing objectives and provides suggested resources for each unit.</td></tr>
<tr><td colspan="3">UNIT OBJECTIVE
For appropriate units, such as "Essay Writing", the overall objective for the unit is provided here.</td></tr>
<tr><td>OBJECTIVES</td><td>RESOURCES AND FOCUS</td><td>INTEGRATION</td></tr>
<tr><td>This column contains the performance objectives for a particular unit.

Objectives chosen to be covered through needs assessment are those which need to be evaluated and documented on the progress report. Other objectives determined through needs assessment and covered in the class should be evaluated and documented on the progress reports as well.</td><td>The resource column provides suggested resources for each objective. These resources include the language and vocabulary to be taught and practiced for achievement of the objectives.

The resources are also identified by the focus or content for which they are most appropriate: <u>general (G), academic (A), or vocational (V)</u>.

These are <u>suggested</u> resources. Teachers should select materials based on the needs and abilities of their students. It is not intended that all resources be used for each objective.

A list of all suggested 550 resources follows the 55O progress report.</td><td><u>Related Units and Objectives</u>: Suggestions for integrated units, eg. essay writing and test taking, oral presentations and reference materials.

<u>Structures</u>: See Index of Structures for resources and structures suggested for 550 at the end of the 550 instructional units.

<u>Cross-culture</u>: Suggestions for integrating cultural discussion points into the coverage of objectives. See <u>Approaches to Cross-Cultural Issues</u> in the Instructional Supplements Appendices.</td></tr>
<tr><td colspan="3">CAI/AV RESOURCES: Suggested computer-assisted and audiovisual resources for a particular topic. A list of CAI/AV resources suggested for 550 follow the 550 progress report.</td></tr>
</table>

ENTRY LEVEL DESCRIPTIONS: 550

550 (Advanced): Has effective oral and literacy skills in survival and social situations as well as familiar and unfamiliar work situations. A native speaker **not** used to dealing with LEP speakers can communicate with a person at this level on most topics.

SPEAKING	LISTENING	READING	WRITING
Functions independently in nearly all social and work situations. Speaks fluently with little or no hesitation. Communicates by telephone on familiar subjects. Can clarify and reword some conversation. Controls basic grammar but makes mistakes with complex structures.	Understands conversations on everyday topics at normal speed in contact situations. May need general clarification and repetition. Understands most non-contact communication on familiar topics and some communication on unfamiliar topics. May have some difficulty following conversation between native speakers. Understands complex oral instructions.	Can demonstrate comprehension of a variety of non-simplified passages (e.g academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions. Can orally retell most reading passages. Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order. Reads using multiple context clues. Can generally identify and paraphrase the main idea. Can generally recognize difference between fact and opinion.	Given a topic, can write a paragraph with a main idea and supporting sentences. May not use topic sentences and generally does not use concluding sentences. Can narrow or expand a paragraph topic with assistance. May have some sequencing problems within the paragraph. Can identify and self-edit some errors with assistance. Uses compound and complex sentences. Makes errors in complex structures such as passive, present perfect, and conditionals.

EXIT LEVEL DESCRIPTIONS

SPEAKING	LISTENING	READING	WRITING
Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication. Speaks fluently with little or no hesitation. Functions independently in social and work situations. Understands and generally utilizes appropriate social registers. Can expand, support, clarify, restate, or paraphrase ideas. Communicates effectively by telephone on familiar subjects. Can summarize reading passages. Has control over complex grammar but makes mistakes.	*Can take basic lecture notes on familiar topics.* Given contact situations and familiar topics, understands conversations at normal speed. Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics. Understands complex oral instructions. Can interpret oral test instructions.	*Can demonstrate comprehension of a variety of non-simplified materials (e.g. fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g. factual, inference, and opinion) and by retelling/summarizing.* *Uses dictionaries, reference materials, and libraries to obtain information.* Can identify topic and supporting sentences. Can explain or paraphrase the main idea of passages. Can recognize difference between fact and opinion. Demonstrates strategies for learning and remembering new vocabulary. Can interpret written test instructions.	*Uses elements of process writing to generate essays.* Can narrow or expand a topic. Can write a paragraph with a main idea, supporting sentences, and a concluding sentence. Can use a variety of organizational patterns, (e.g. expository, descriptive, comparative, persuasive.) Has minor organizational problems. Can edit and revise writing, with assistance. Uses compound and complex sentences. Makes errors in grammar and mechanics, but these generally do not interfere with communication. Can summarize reading passages. Given timed, essay test questions, can communicate ideas, but with some structural and organizational problems.

ITALICIZED exit descriptions are **550** unit objectives.

REEP ESL PROGRESS REPORT: LEVEL 550

Marking System:
1 = Above level
2 = At level
3 = Below level
A = Absent
NC = Not covered

Student name:
Teacher name:
Level:
Start date:
Type:

FUTURE PLANNING:
Mid End
___ ___ 1. Identify goals
___ ___ 2. Identify requirements, duties, etc.
___ ___ 3. Request information: education
___ ___ 4. Fill out job/education forms
___ ___ 5. Prepare documents: interview/application
___ ___ 6. Describe strengths, experience, goals
___ ___ 7. ______________________________

ESSAY WRITING:
Mid End
___ ___ 1. Draft and edit sentences
___ ___ 2. Draft/revise main idea/supporting sentences
___ ___ 3. Draft/revise topic/trans./concluding sentences
___ ___ 4. Draft and revise essays:
___ ___ a. expository
___ ___ b. description
___ ___ c. compare/contrast
___ ___ d. persuasion
___ ___ 5. ______________________________

___ ___ **UNIT OBJECTIVE**: Generate 2 or more essays
___ ___ **LEVEL OBJECTIVE**: Write 3-paragraph essays

NOTETAKING STRATEGIES:
Mid End
___ ___ 1. Demonstrate notetaking strategies
___ ___ 2. Demonstrate techniques for organization
___ ___ 3. Discriminate: main ideas/unimportant ideas
___ ___ 4. Summarize key ideas
___ ___ 5. ______________________________
___ ___ **UNIT OBJECTIVE**: Take comprehensive notes

ORAL PRESENTATIONS:
Mid End
___ ___ 1. Select/narrow/broaden a topic
___ ___ 2. Organize material on cards or outlines
___ ___ 3. Choose props to enhance presentation
___ ___ 4. Rehearse and identify improvement strategies
___ ___ 5. ______________________________

___ ___ **UNIT OBJECTIVES**: Deliver/self-evaluate a 5-10 minute factual oral presentation.

READING STRATEGIES:
Mid End
___ ___ 1. Make predictions: newspapers
___ ___ 2. Preview, skim, scan a text
___ ___ 3. Use SQ3R
___ ___ 4. Identify main ideas
___ ___ 5. Distinguish between fact and fiction
___ ___ 6. Identify techniques to increase speed
___ ___ 7. Deduce meaning from context
___ ___ 8. ______________________________

___ ___ **LEVEL OBJECTIVE**:
Read non-simplified materials

REFERENCE MATERIALS:
Mid End
___ ___ 1. Given dictionary key, pronounce words
___ ___ 2. Identify components of dictionary
___ ___ 3. Locate specific entries in dictionary
___ ___ 4. Locate specific parts in textbook
___ ___ 5. Obtain information from reference materials
___ ___ 6. Locate reference materials in a library
___ ___ 7. ______________________________

___ ___ **UNIT OBJECTIVE**:
Demonstrate ability to use dictionaries, reference materials, and libraries

STUDY SKILLS/LEARNING STRATEGIES:
Mid End
___ ___ 1. Develop a personal learning profile
___ ___ 2. Identify strategies for improving study habits
___ ___ 3. Identify and employ clarification strategies
___ ___ 4. Identify academic class policies
___ ___ 5. ______________________________

TEST TAKING STRATEGIES:
Mid End
___ ___ 1. Identify strategies for test preparation
___ ___ 2. Interpret test instructions
___ ___ 3. Identify strategies for improving test results
___ ___ 4. Identify strategies for answering questions
___ ___ 5. Employ learned strategies
___ ___ 6. ______________________________

REEP ESL PROGRESS REPORT: Language Skill Assessment

Student's Name: ______________________________ **Level:** __________

Student's Goal:

Please mark **X** in appropriate boxes.

Teacher's Comments:

BEGINNING	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Teacher Comments:

Please write ***fair***, ***satisfactory***, ***good***, or ***excellent***.

MID	**PROGRESS**
Reading	
Writing	
Speaking	
Listening	

Student Signature/Date/Comments:

Please mark **X** in appropriate boxes.

Teacher's Comments:

FINAL	**100**	**150**	**200**	**250**	**300**	**350**	**450**	**550**	**Exit**
Reading									
Writing									
Speaking									
Listening									

Student Signature/Date/Comments:

Teacher's Signature/Date:______________________________

Retained (level)____________________ Promoted (level) ______________ Withdrew______

RESOURCES: LEVEL 550

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher' information.

TEXT

Ability To Risk
All Clear! Idioms in Context
All Sides of The Issue
Beyond Language
Clear Speech
Communication Skills That Works 1 & 2
Competency in English
Contact U.S.A.
Contemporary GED Writing Skills:
    New GED
Culture Puzzle
English Survival Series:
    Identifying Main Ideas (B & C)
ETC Competency-Based Series 3, 4, 5, 6
GED Essay
GED Preparation: Writing Skills
Getting a Fix on Vocabulary
Getting Together
How to Improve Your Study Skills
Improving Aural Comprehension
In Your Own Words 1
In Your Own Words 2
Interactions II: Reader
Interactions II: Listening
Invest: Writing Workbook 7
Issues For Today
It's Time to Talk
It's Up To You (T)
Learning American English
Learning to Learn English
Lifelines 4
Longman Dictionary of American English
Making the Most of News For You
Mastering American English
Modern English: Parts of Speech
More Reasons for Reading
Mosaic - Listening
Notetaking Made Easy
Paragraph Development:
    A Guide for Students of English
Pronouncing American English
Process of Paragraph Writing
Putting It in Paragraphs
Reader's Choice
Reader's Journal
Reading Skills that Work
Reading for a Purpose
Ready, Set, Study:
    Improving Your Study Skills
Speaking on Issues
Speech Communication for
    International Students
Study Skills for Students of English
Study Skills Handbook
Study Skills
Test and Essay Writing Exercise Book
Testwise
Time and Space
TOEFL Preparation Kit (Newbury House)
Understanding and Using
    English Grammar
Webster Collegiate Dictionary

CAI/AV

Aware
BLS Vocabulary Skills
Compton's Multi-Media Encyclopedia
    on CD-Rom
Diascriptive Language Arts:
    Sentence Sense,
    Sentence Mechanics
ELLIS
Goal

RESOURCES: LEVEL 550

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units, the reading and writing development pages, and the structure pages for this level. See the bibliography at the end of this document for publisher' information.

CAI/AV (cont.)

- Grammar Mastery 1 & 2
- How To Write For Everyday Living:
  - Lists & Outlines
- Invest
- Prentice Hall TOEFL Software
- Prodigy
- Read 'N' Roll
- Ready
- Spell it
- Virginia View
- Word Attack Plus
- Word Perfect 5.1

VIDEOS

- College Information Videos
- English Works
- Stand and Deliver

(T) = Tape available

FUTURE PLANNING LEVEL 550

COURSE NEEDS ASSESSMENT: Students indicate where they need to use English in their daily lives as well as the skills they will need to develop in order to achieve their future personal, professional, and educational goals. See needs assessment tools chart in appendices for suggested activities. Also see 550 needs assessment survey in appendices. Additional resources: ETC 5 Reading/Writing, ch. 2; Getting Together, p. 24, 25

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Developmental Writing: See "Essay Writing" unit for writing objectives.

OBJECTIVE	RESOURCES AND FOCUS (A=academic focus, V=vocational focus, G=general focus)	INTEGRATION
1. Identify personal, professional, and educational goals.	Interactions II: Reading, Chapter 1 (A) Interactions II: Listening/Speaking, Chapter 1 (A) ETC 5 (all books), ch. 2 (G,A,V) ETC 6 (all books), ch. 7 (G,A,V) Learning to Learn, 1.1 and 1.3 It's Up to You, Unit 1 (T) It's Time to Talk, p. 128 Individualized Education Plan (See needs assessment appendix) *CAI:* ELLIS: Lesson 1: Registering for Classes (A)	Oral presentations Essay writing Structures: Would like Sequence markers Future tenses
2. Given information on jobs and educational opportunities, identify requirements, duties, and qualifications for a particular field/job of choice.	ETC 5, (all books) Units 2, 10 Getting Together, Chapter 13 (A,V) *Catalogs:* NOVA (A,V), Marymount (A) *Brochures:* Employment Training Center (V), Goodwill Industries (V), Arlington Employment Center (V), Arlington Adult Education (A,V,G) *Informational videos:* NOVA (A) *CAI:* Virginia View (A,V)	Oral presentations Reading Strategies: skim/scan texts

FUTURE PLANNING LEVEL 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
3. Given a phone call or appointment with an educational counselor, request specific information concerning application requirements, deadlines, and the availability of financial aid.	See above It's Up to You, Unit 5 Federal Student Aid Guide (A) *CAI:* AWARE, Virginia View Field trip to Employment Training Center	
4. Fill out forms necessary for jobs and/or educational opportunities, including essay answers when applicable.	ETC 4 Reading/Writing, Chapter 10 (A) Job applications School applications Financial aid applications	Essay development Structures: Tenses Cross-culture: format of documents, documents needed in native country
5. Given a job interview or school application, prepare/compile the necessary documents (eg.transcripts, resumes, cover letter, certificates, diplomas from previous education and employment).	Lifelines 4, Chapter 11 (A) ETC 3 Reading/Writing, Chapter 4 (V), Chapter 5 (A) Ready to Write, Unit 8 (A,V)	Structures: Tenses Cross-cultures: documents needed in native country
6. Given a job interview or school interview, describe your strengths, previous experiences, and future goals.	Competency in English, Chapter 5 It's Up to You, Units 4, 5, 6 (T) ETC 6 Listening/Speaking, Chapter 5 ETC 6 Reading/Writing, Chapter 5 English Works Video: Job Interview	Oral presentations Structures: Tenses Cross-culture: "selling yourself", role of eye contact and body language, appearance, promptness

CAI/AV: Virginia View: Occupational Search, College Search; AWARE; ELLIS, lesson 8-job interview, lesson 1-registering for classes

ESSAY WRITING LEVEL 550

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Unit Needs Assessment: Students self-assess their writing skills and develop goals for improvement.

UNIT OBJECTIVE: Use elements of process writing to generate two or more essays.

EVALUATION CRITERIA:

Length: 3 paragraphs
Format: Introduction, body, and conclusion paragraphs
Use of process writing elements: brainstorming, drafting, revising, editing, and publishing
Structure: Evaluation checklist generated by students and teacher (eg. paragraph format; complete sentences; correct verb tenses and agreement, correct punctuation and capitalization.
Cohesion: Evaluation checklist generated by students and teacher (eg. clear topic and transition sentences.

OBJECTIVES	RESOURCES AND FOCUS (A=academic focus, V=vocational focus, G=general focus)	INTEGRATION
1. Draft and edit sentences (completeness of sentences, verb tenses, word order, spelling, capitalization, and punctuation).	Resources depend on need determined by self-assessment and teacher assessment of errors taken from student writing. Run-ons & Fragments: In Your Own Words 1, Chapter 1-4 (G) Putting it in Paragraphs, Chapter 6 (G) Grammar: Understanding and Using English Grammar, selected topics Mastering American English, selected topics Learning American English, selected topics Parts of Speech: Modern English: Parts of Speech Part I, selected topics Punctuation and Format: Understanding and Using English Grammar, Appendix 3 Invest: Writing Workbook 7, p. 67-70	Test taking: Essay questions Structures: Subject/verb agreement Parts of speech Complex/compound sentences Verb tenses Articles Subordinate/main clauses Mechanics: Punctuation Capitalization Spelling

ESSAY WRITING LEVEL 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
2. Draft and revise main idea and supporting sentences (content and accuracy).	Putting It in Paragraphs, Chapters 1, 2, 3 (G) Learning to Learn, Unit 2.6 (G) The GED Essay, Unit 2, 3 (G)	Reading: Main idea & supporting information Oral Presentations Test taking: Essay questions Structures/Mechanics: see above
3. Draft and revise topic sentences, transition sentences, and concluding sentences.	Paragraph Parts: Test and Essay Writing Exercise Book, Unit 1 Testwise, Unit 8 The GED Essay, Unit 4 (G) Topic Sentences: Paragraph Development: A Guide for Students of English, (A) In Your Own Words 1, Chapter 10 (G,A,V) Putting it in Paragraphs, Chapter 2 (G) Test and Essay Writing Exercise Book, Chapter 1 (G) Supporting Sentences: Paragraph Development: A Guide for Students of English,Unit 2 (A) Putting it in Paragraphs, Chapter 3 (G)	Reading: Identifying good and poor topic sentences Test Taking: Essays Oral Presentations Structures: See above Transition words and phrases
4. Draft and revise different types of writing: expository, description, compare/contrast, & persuasion.	In Your Own Words 2, Chapter 4-7 (A) Paragraph Development: A Guide for Students of English, Unit 2 (A) The Process of Paragraph Writing, Units 5,6,7,8 (A) Test and Essay Writing Exercise Book, Chapters 2-5 (G)	Reading Strategies Oral Presentations Cross-culture: how writing is organized in native language

CAI/AV: Sentence Sense, Level 1-6; Invest: Parts of Speech (Tier 2), Reading; Invest: Level 2 Social Studies; Invest: Tier 3, Writing Component; Grammar Mastery II and III; Spell it; Diascriptive Language Arts: Sentence Sense, Sentence Mechanics; How to Write for Everyday Living: Lists and Outlines; Word Perfect 5.1; ELLIS: Grammar Guide, conversations by grammar topic.

NOTETAKING STRATEGIES LEVEL 550

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Developmental Writing: See "Essay Writing" unit for writing objectives.

Unit Needs Assessment: Students self-assess notetaking skills and develop a plan for improvement.
Resources: Student-generated list of note-taking needs(A); Learning to Learn, Unit 2, 3; Interactions II: Listening/Speaking, All Units - Lecture/text excerpts (G,A)

UNIT OBJECTIVE: Take notes from lectures and texts.

OBJECTIVES	RESOURCES AND FOCUS A=academic focus; V=vocational focus; G=general focus	INTEGRATION
1. Demonstrate notetaking strategies for taking fast notes: a) abbreviations b) article, preposition and auxiliary deletion c) using symbols, pictures and numbers d) native language if needed e) Spelling phonetically	Study Skills for Students of English, Unit 7 (A) How to Improve Your Study Skills, Chapter 3 (A) Notetaking Made Easy,(G) Longman Dictionary of American English, Phonetic alphabet (G) Interactions II: Listening/Speaking, All units (A) Communication Skills That Work 1, 2, listening exercises (V)	Study skills Oral Presentations Cross-culture: methods of taking notes in native country
2. Demonstrate techniques for organizing information: a) outlining b) highlighting c) listing d) using margin notes e) patterning (diagrams, charts, etc.)	Study Skills for Students of English, Unit 7 (A) How to Improve Your Study Skills, Chapter 3 (A) Notetaking Made Easy, (G) Interactions II: Listening/Speaking, All units (A) Communication Skills That Work 1, 2, listening exercises (V)	Reading strategies: SQ3R Oral Presentations Cross-culture: methods of organizing information in native country

NOTETAKING STRATEGIES LEVEL 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
3. Discriminate between main points/important details and anecdotal/unimportant information in lectures and texts, including: - signal words for important ideas - changes on the part of the speaker (modulation, body stance, etc.) which introduce important ideas - written formats which indicate key ideas: italics, headings, boldface type, outlines.	See above. Study Skills for Students of English, ch. 7 (A) Interactions II: Listening/Speaking, selected units (G) Mosaic: Listening, selected units (G,A) How to Improve Your Study Skills, Unit 3 (A)	Reading strategies: Main Idea Essay Writing: Topic Sentences Transition sentences Oral Presentations Study Skills/Learning Strategies: Memory
4. Given notes taken from a lecture or text, summarize key ideas.	How to Improve Your Study Skills, Chapter 4 (A) Study Skills for Students of English, Unit 7 (A)	Essay Writing

CAI/AV: BLS Reading Interpretation, SF-720, 722, 730, 752; ELLIS: Conversations with Keywords, option on Lesson 5-summarizing a literary discussion; Ready, topic of choice; IPA symbol language master cards (teacher made).

ORAL PRESENTATIONS LEVEL 550

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Developmental Writing: See "Essay Writing" unit for writing objectives.

Unit Needs Assessment: Students self-assess oral presentation skills and set goals for improvement.
Resources: Learning to Learn, Unit 2,4

UNIT OBJECTIVE: Deliver and self-evaluate a 5-10 minute factual oral presentation.

OBJECTIVES	RESOURCES AND FOCUS A=academic focus; V=vocational focus; G=general focus	INTEGRATION
1. Select, narrow, and broaden a topic.	Speaking on Issues, Chapter 3 (G,A,V) Speech Communication for International Students, Chapter 1 (G,A,V)	Essay writing Notetaking
2. Organize research material into "speaker-friendly" note cards or outlines.	Speaking on Issues, Chapter 5 (G,A,V) Speech Communication for International Students, Unit 4 (G,A,V)	Notetaking Reference Materials
3. Choose appropriate "props" to enhance presentation: diagrams, handouts, maps, etc.		Reference Materials

ORAL PRESENTATIONS LEVEL 550		
OBJECTIVES	**RESOURCES AND FOCUS**	**INTEGRATION**
4. Given notes and props prepared in #2 and #3, rehearse the oral presentation and identify strategies for improving the organization and delivery.	Student developed evaluation checklists Speaking on Issues, Chapter 7 (G,A,V) Speech Communication for International Students, Chapter 4 (G,A,V) Clear Speech, selected units (G) Pronouncing American English, selected units (G) Various grammar resources	Structures: Connectors transition phrases Adverbs of time Adverbs of sequence Others depending on student need
CAI/AV:		

READING STRATEGIES LEVEL 550

Developmental Writing: See "Essay Writing" unit for writing objectives.

Unit Needs Assessment: Students self-assess reading skills and set goals for improvement.

UNIT OBJECTIVE: Read non-simplified material (fiction, non-fiction, academic)

EVALUATION CRITERIA:

- Answer factual, inference, and evaluative questions orally and/or in writing
- Answer short essay questions
- Retell orally
- Identify author's purpose and main idea

OBJECTIVES	RESOURCES AND FOCUS A=academic focus; V=vocational focus; G=general focus For additional reading resources, see end of unit.	INTEGRATION
1. Given a newspaper, make predictions from headlines, titles, subtitles, and bylines.	Making the Most of News for You, ch. 2 (G) How to Improve Your Study Skills, p. 164-175 (A) Newspapers	
2. Given a time limit, preview, skim, and scan a text.	Ready, Set, Study: Improving Your Study Skills, p. 42-49 Readers' Choice, selected readings (A) How to Improve Your Study Skills, Unit 7 Newspapers	Notetaking Reference Materials
3. Effectively use the technique of SQ3R (Survey, Question, Read, Recite, Review).	Ready, Set, Study: Improving Your Study Skills, p. 50-51 How to Improve your Study Skills, Chapter 5-7 (G,A) Study Skills for Students of English, Chapter 5,6 (G,A) The Reader's Journal, selected readings (G,A)	Notetaking Test-taking
4. Identify main ideas in reading passages.	Interactions II: Reading , selected readings (G,A,V) Readers' Choice, selected readings (A) English Survival Series: Identifying Main Ideas B, C, selected ex. (G) How to Improve Your Study Skills, p. 58-61 (A) Newspapers	Notetaking Essay writing Test taking

READING STRATEGIES LEVEL 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
5. Distinguish between fact and fiction in readings.	How to Improve Your Study Skills, Unit 6 Reading Skills that Work 2, Lesson 8 (V) Newspapers (G,A,V)	Test taking
6. Identify various techniques to increase reading speed.	How to Improve Your Study Skills, Unit 6 Various TOEFL preparation materials Newspapers	Test taking Notetaking
7. Given context clues, deduce meaning from context.	Learning to Learn, Unit 2.1 General: Getting a Fix on Vocabulary, selected units (G,A,V) Reading Skills that Work 2, Lesson 2 (V) Prefixes, Suffixes, Affixes: Readers' Choice, unit 1, selected readings TOEFL Preparation, (Prentice Hall), Unit 5 (A) Parts of Speech: Modern English: Parts of Speech Part I, selected exercises Structures: Understanding and Using English Grammar, selected exercises Newspapers	Test taking Structures: Parts of Speech Prefixes, Affixes

Additional Reading Resources: Beyond Language; Contact USA; ETC 4-6 Reading/Writing; More Reasons for Reading; Time and Space; All Sides of the Issue

CAI/AV: Goal (Level 4); Read 'N' Roll; INVEST: Reading Tier 2 (Level 1: Pre-fixes and Suffixes); BLS 100 Reading Interpretations I and II; BLS 200 Reading Interpretations I and II; READY; Grammar Mastery; Diascriptive Language Arts: Sentence Sense; Word Attack Plus; Invest: Reading Tier 2,3; Prodigy-on-line news articles; Read and Roll.

REFERENCE MATERIALS LEVEL 550

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Developmental Writing: See "Essay Writing" unit for writing objectives.

Unit Needs Assessment: Students self-assess skills in using reference materials and set goals.

UNIT OBJECTIVE: Demonstrate ability to use dictionaries, other reference materials, and libraries to obtain information.

OBJECTIVES	RESOURCES AND FOCUS A=academic focus; V=vocational focus; G=general focus	INTEGRATION
1. Given dictionary pronunciation keys, pronounce unknown words.	Ready, Set, Study: Improving Your Study Skills, p.71 (A,V) Longman Dictionary of American English: (Pronunciation Key and Guide to the Dictionary) (G,A,V) Webster Collegiate Dictionary: (Pronunciation Key) (A) Also see sample pronunciation key lesson in sample lesson appendix. *CAI:* ELLIS: Speaking Activities (G,A,V)	Oral presentations
2. Identify all components of a dictionary entry: spelling/syllabic division phonetic spelling different meanings origins of the word derivations and variations parts of speech	Ready, Set, Study: Improving Your Study Skills, p. 61-70 (A,V) How to Improve Your Study Skills, Unit 8 (A) Study Skills for Students of English, Ch. 2 (A) A Study Skills Handbook, Unit 3 (G,A,V) Longman Dictionary of American English: (Pronunciation Key and Guide to the Dictionary) (G,A,V) Webster Collegiate Dictionary: (Pronunciation Key) (A)	Reading Strategies Structures: parts of speech
3. Given a time limit, locate specific entries in a dictionary.	Longman Dictionary of American English (G,A,V) Webster Collegiate Dictionary	Pre-requisite: alphabetizing Test taking: timed tasks

REFERENCE MATERIALS LEVEL 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
4. Given a time limit, locate specified parts of a textbook (eg. table of contents, chapter heads, key words, glossary, index, introduction, summaries, study questions).	Ready, Set, Study: Improving Your Study Skills, p.9-19 (A,V) Various college textbooks for practice	Reading Strategies: scanning
5. Given reference materials, obtain information for a specific purpose (eg. oral/written report, job search, etc.).	Compton's Multi-media Encyclopedia (G,A,V) The Ability to Risk, Unit 9 Field trip to the public library (G,A,V)	Oral Presentations
6. Given a library visit, locate various reference materials.	Ready, Set, Study: Improving Your Study Skills, p. 81-88 (A,V) How to Improve Your Study Skills, Unit 9 (A) Library floor plan Library visit: card catalog, computer catalog, stacks	Future Planning Oral Presentations

CAI/AV: Virginia View; Compton's Multi-media Encyclopedia; ELLIS: Speaking Activities; Prodigy; Invest tier 2, reading 4-6, lesson 884.

STUDY SKILLS/LEARNING STRATEGIES LEVEL 550

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Developmental Writing: See "Essay Writing" unit for writing objectives.

Unit Needs Assessment: Students self-assess study skills and learning strategies and develop a plan for improvement.

Note: Many "study skills and learning strategies" have also been included in other units. Please see integration column.

OBJECTIVES	RESOURCES AND FOCUS A=academic focus; V=vocational focus; G=general focus	INTEGRATION
1. Develop a personal profile of learning (eg. best methods/strategies, time, duration, environment, and modality for studying).	How to Improve Your Study Skills, p. 4-5 (A) Ready, Set, Study: Improving Your Study Skills, Ch. 1 (A,V) Learning to Learn, Unit 1.4, 1.6, end of each unit	Test taking
2. Identify strategies for improving overall study habits.	How to Improve Your Study Skills, Units 1 and 2, p. 75-77 (A) Ready, Set, Study: Improving Your Study Skills, Ch. 1 (A,V) Issues for Today, p. 51 (G) All Clear! Idioms in Context, p. 96-105 (A) Study Skills for Students of English, p. 103 (A)	Test taking
3. Identify strategies for improving acquisition, retention, and memorizing (eg. word association, spacial association).	More Reasons for Reading, Chapters 4-6 Time and Space, Unit 12 (G) Learning to Learn, Selected units	Reading Strategies Notetaking
4. Identify and employ clarification strategies (eg. asking for repetition/verification, asking for missing information, repeating a portion of what was said, asking for elaboration).	The Culture Puzzle, Chapter 5 (A,V,G) Communication Skills that Work II, Chapter 9 (V) Improving Aural Comprehension (T), Unit 2, Lesson 3-11 (G,A,V) Interactions II: Reading/Writing, Chapter 1	Reading Strategies Test Taking Notetaking Oral Presentation Cross-culture: how to ask or not to ask for clarification

STUDY SKILLS/LEARNING STRATEGIES LEVEL 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
5. Identify academic class policies, eg. absence, tardiness, late papers, class behavior	Beyond Language, p. 109-129 Issues For Today, p. 3 ETC 5 Listening/Speaking, Ch. 2 ETC 4 Listening/Speaking, Ch. 10 REEP Orientation College English syllabi	Test taking Cross-culture: classroom expectations in other countries
CAI/AV: Invest: Learning Skills; ELLIS: all lessons-vocabulary and culture		

TEST TAKING STRATEGIES 550

Developmental Reading: See "Reading Strategies" unit for reading objectives.

Developmental Writing: See "Essay Writing" unit for writing objectives.

Unit Needs Assessment: Students self-assess test taking skills and set goals for improvement.
Resources: Testwise, Chapter 8 (Test for Objective Testing)

OBJECTIVE	RESOURCES AND FOCUS A=academic focus; V=vocational focus; G=general focus	INTEGRATION
1. Identify strategies or test preparation (standardized and classroom tests).	Ready, Set, Study: Improving Your Study Skills, Unit 7 (A,V) Contemporary GED Writing Skills: New GED Test 1, Ch. 7 (G) How to Improve Your Study Skills, Unit 4 (A) Testwise, Chapter 8 (A) Study Skills for Students of English, Unit 9 (A)	Reading Strategies: SQ3R
2. Interpret written and oral test instructions/protocol for standardized and classroom tests (eg. time constraints, tools permitted, asking questions, guessing, etc.)	Contemporary GED Writing Skills: New GED Test 1, Ch. 7 (G) Testwise, Chapter 8 (A) Study Skills for Students of English, Unit 9 (A) Interactions II: Reading, Unit 1 (G) The Ability to Risk, Unit 10: Test Taking (G, A) Improving Aural Comprehension, Unit 5-8 (G,A,V)	Study Skills: Following Instructions Asking for Clarification Cross-culture: testing rules, instructions, protocol
3. Identify techniques/strategies for improving results in specific test formats: true/false matching multiple choice fill-ins essay	How to Improve Your Study Skills, Unit 4 (G,A) Testwise, Chapters 7 and 8 (A) Ability to Risk, Unit 10 (G,A,V)	Essay Writing Reading Strategies: Main Idea Skimming, scanning Structures (Clues for multiple choice and matching): compound sentences stems matching phrases subject/verb agreement article agreement

TEST TAKING STRATEGIES 550

OBJECTIVES	RESOURCES AND FOCUS	INTEGRATION
4. Identify general strategies for answering questions, eg. intra-item/ inter-item cues process of elimination inference guessing	Testwise, Chapter 8 (A) The Ability to Risk, Unit 10 (G,A)	Reading Strategies: SQ3R Skimming Scanning
5. Given a test situation, employ strategies from objectives #1-4.	Timed standardized tests: ESL Placement Test, (University of Michigan) (A) TOEFL Preparation Kit (A) TABE Test, (V) Timed essay tests: 45 minute topic for expository writing Teacher-made tests Tests from textbooks	Reading Strategies
CAI/AV: Goal; READY; INVEST: Reading Tier 2; Prentice Hall TOEFL Software; Invest: Learning Skills ; ELLIS: listening activities.		

STRUCTURES-550

NEEDS ASSESSMENT: Teachers and students assess the structures that the class and individual students need to practice. Assessments can include diagnostic grammar tests as well as speech and writing samples.

HOW TO USE STRUCTURE PAGES: Individual structures have been integrated with appropriate objectives in the 550 units. However, work on structures should primarily be based on needs assessment.

STRUCTURES	RESOURCES
ADJECTIVES:	
clauses	Understanding and Using English Grammar; ch. 6 ETC 6 Grammar; ch. 4 Mastering American English; ex. 191-194, 201-202
comparative	ETC 6 Grammar; ch. 4
superlative	ETC 6 Grammar; ch. 4
ADVERBIALS:	
cause/reason	Mastering American English; ex. 226, 227 Understanding and Using English Grammar; p. 303, 312
frequency (often, never)	Mastering American English; ex. 117, 118, 122 Understanding and Using English Grammar; A 3
means (quickly, slowly)	Mastering American English; ex. 135, 142-144, 225
already/yet	Mastering American English; ex. 119 Understanding and Using English Grammar; p. 287, 326
when/while	Understanding and Using English Grammar; p. 297, 243, 328
very/too/enough	Understanding and Using English Grammar; p. 177
ARTICLES:	
definite	Understanding and Using English Grammar; p. A 20
indefinite	Understanding and Using English Grammar; p. A 21
CONDITIONAL CLAUSES:	
real present	ETC 6 Grammar; ch. 10 Mastering American English; ex. 250 Understanding and Using English Grammar; p. 268
unreal present	ETC 6 Grammar; ch. 10 Mastering American English; ex. 251 Understanding and Using English Grammar; p. 330
CONJUNCTIONS:	
and	Understanding and Using English Grammar; p. 287-291
but	Understanding and Using English Grammar; p. 287-291
either/neither	Understanding and Using English Grammar; p. 291
or	Understanding and Using English Grammar; p. 287-291
MODAL VERBS:	
could	ETC 6 Grammar; ch. 7 Understanding and Using English Grammar; p. 87-89, 109, 354

STRUCTURES-550	
STRUCTURES	**RESOURCES**
MODAL VERBS: (cont.)	
may	ETC 6 Grammar; ch. 7 Mastering American English; ex. 271 Understanding and Using English Grammar; p. 110
might	ETC 6 Grammar; ch. 7 Understanding and Using English Grammar; p. 75-80, 110, 354
must/have to	ETC 6 Grammar; ch. 7 Mastering American English; ex. 267, 272 Understanding and Using English Grammar; p. 75-76
should	ETC 6 Grammar; ch. 7 Mastering American English; ex. 152-155 Understanding and Using English Grammar; p. 78-80
would	ETC 6 Grammar; ch. 3, 7 Mastering American English; ex. 273 Understanding and Using English Grammar; p. 104, 112, 347-354
would like (noun, to)	ETC 6 Grammar; ch. 7 Mastering American English; ex. 273
would rather/prefer	ETC 6 Grammar; ch. 7 Mastering American English; ex. 274 Understanding and Using English Grammar; p. 106
perfect modals	ETC 6 Grammar; ch. 7 Mastering American English; ex. 157 Understanding and Using English Grammar; p. 81, 95-97, 109
REPORTED SPEECH:	ETC 6 Grammar; ch. 9 Mastering American English; ex. 217-221 Understanding and Using English Grammar; p. 275
VERBS:	
passive	ETC 6 Grammar; ch. 8 Mastering American English; ex. 145-147 Understanding and Using English Grammar; p. 120
phrasal	ETC 6 Grammar; ch. 8 Mastering American English; ex. 278-280
sequence of tenses	ETC 6 Grammar; ch. 9 Mastering American English; ex. 211, 212 Understanding and Using English Grammar; p. 275
future (will)	ETC 6 Grammar; ch. 5 Mastering American English; ex. 48, 52, 54 Understanding and Using English Grammar; p. 44-45

STRUCTURES-550

STRUCTURES	RESOURCES
VERBS: (cont.)	
future (going to)	ETC 6 Grammar; ch. 5 Mastering American English; ex. 50, 53, 55 Understanding and Using English Grammar; p. 44, 45
future (continuous)	ETC 6 Grammar; ch. 5 Understanding and Using English Grammar; p. 51
imperative	Understanding and Using English Grammar; p. 73
past perfect (continuous)	Understanding and Using English Grammar; p. 27, 50
present perfect (continuous)	ETC 6 Grammar; ch. 1, 3 Mastering American English; ex. 93, 94, 99 Understanding and Using English Grammar; p. 29, 36, 48
simple past (continuous)	Understanding and Using English Grammar; p. 2, 24
simple present (continuous)	ETC 6 Grammar; ch. 6 Mastering American English; ex. 172, 175 Understanding and Using English Grammar; p. 11
verb + gerund	ETC 6 Grammar; ch. 3, 6 Mastering American English; ex. 167-175 Understanding and Using English Grammar; ch. 4
verb + infinitive	Understanding and Using English Grammar; ch. 4
QUESTIONS:	
embedded	Understanding and Using English Grammar; ch. 7
tag	ETC 6 Grammar; ch. 1 Mastering American English; ex. 184 Understanding and Using English Grammar; A 14
wh	ETC 6 Grammar; ch. 1 Mastering American English; ex. 78-92 Understanding and Using English Grammar; A 8-11
yes/no	ETC 6 Grammar; ch. 1

TRANSITION ESL CURRICULUM FOR INDIVIDUALIZED STUDY

Introduction to the Transition ESL Curriculum for Individualized Study

Background on the Adult Learning Center

The REEP Adult Learning Center is a state of the art multi-media ESL classroom that is used for whole class instruction as well as walk-in instruction. For whole class instruction, learners work independently, in pairs, or in small groups on lessons and projects integrated into the competencies and topic areas within the General ESL curriculum (See Guide to Integrating Use of Computers into Language Instruction in the Appendices). The Adult Learning Center is also home to an open-entry, open-exit, walk-in program. At intake, learners take a placement test and work with a teacher to discuss learning goals. Based on the intake interview and results on the test, learners are placed into a curriculum customized to meet their language learning needs and their educational goals. Learners are given a folder which includes assignments, time sheet, and ongoing log of assignments completed. The folder serves as an ongoing record of learner progress. Through on-going dialogue with instructors, learners further refine and articulate their learning goals as well as to recognize and discuss their progress.

Introduction to the Transition ESL Curriculum for Individualized Study

Organization of the Curriculum. Adult learners come to language learning with different strengths. In order to ensure their successful transition from adult ESL to either academic or vocational training, the *Transition ESL Curriculum for Individualized Study* has been developed. The curriculum is modular and consists of six skills-based units:

- building vocabulary
- note taking
- reading strategies
- test taking strategies
- using reference materials
- writing development

The Transition ESL Curriculum for Individualized Study both parallels and supports the 550 level curriculum, focusing on skills development key to ensuring learner success in advanced level study or training. It is designed for:

1) learners who have completed the 550 level, but still need to strengthen certain skills (such as writing development). The same curricular objectives may be used, but alternative materials may be substituted.

2) learners who have not studied in the 550 level, but who meet the entry level criteria for the 550 level and need to study on a individualized basis.

Organization of each unit. Each of the six units comprises between three and five specific, skills-based objectives. Learners work independently through modules designed to achieve these objectives. Each objective module includes carefully sequenced study, task, and performance evaluation components. Learners must work through a complete objective module before advancing to work in another module. This approach may be likened to lesson planning, in which learners work through introductory, practice, application, and evaluation activities in order to actively learn and demonstrate competence.

SAMPLE OBJECTIVE MODULE

Objective:

STUDY: The study component introduces learners to the module objective through background reading or computer tutorials.

TASK: The task component directs learners to complete assignments in order to further their understanding and to practice the skill.

EVALUATION: Depending on the objective, the evaluation exercise serves to assess objectively a learner's ability to apply concepts learned, or as a self-evaluation of how well a learner understands concepts and ideas.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

Using the Curriculum

Needs assessment. Learners work with a teacher to determine specific objectives for study which are based on the learner's future educational goals as well as the learner's self-perception of his/her strengths and weaknesses. In many cases, written evaluations from previous teachers or recommendations from an educational counselor may also play a role within the assessment process. Learners then read the unit objectives and select the units that will best help them meet their needs.

Working through the units. Learners work completely through one objective at a time. Because individualized study is self-paced, time on individual task as well as total time to complete an objective varies. Likewise, because units vary in the number of objective modules, the length of time to complete units also varies. Some learners may complete an entire module within three or four hours, especially if they have some familiarity with the objective. Writing objectives tend to take longer, because of the emphasis on the stages of the writing process.

Evaluation. Upon the completion of each component in a module, learners check with a teacher before continuing. Teachers monitor learner progress, and learners are free to ask teachers for help when needed. Upon the completion of the evaluation task, the learner and teacher meet to go over the learner's work within the module. Teachers record an evaluation of learner progress in the student folder in a space provided for progress on objectives. Learners write reflections on their progress in their folders, as well. In this way, learner progress is documented. These evaluative comments are important not only to the learner and the specific teacher making the comment, but to other teachers who may work with the learner.

Periodically, learners express an interest in working through an objective again. This is often the case with the building vocabulary and writing development units. Teachers can supplement additional activities or reference in assignments that they determine appropriate in assisting the learner in developing skills. Remarks concerning a learner's wish to continue working on an objective are recorded in the folder, as are the supplemental activities.

Resources. See individual units for resources related to specific objectives. A listing of all resources used in the Transition ESL Curriculum for Individualized Study follows the instructional units. For publishers' information, see Resource Appendices.

Conclusion

Effective independent study makes for successful academic study and vocational training. Learners who are able to make informed decisions about what they study and are able to articulate the learning process will be able to handle new educational experiences with skill and confidence. By engaging the learner in setting goals and selecting the objectives to meet those goals, the curriculum encourages informed decision making. Because learners also evaluate their own progress within each module, the modular curricular design encourages review of the topic and reflection about the process of learning, both key ingredients in developing successful study skills. The modular approach is easily replicable. Using the modular curricular format, teachers and curriculum designers may develop modules targeted for learners at higher and lower proficiency levels.

BUILDING VOCABULARY

Unit Objective: **Students will be able to deduce or infer meaning of vocabulary items in context, using all available strategies and techniques.**

Performance Objectives:

1. Use every available contextual clue to deduce word meaning in context.

    a. Recognize the part of speech of the new word.
    b. Associate the sentence and paragraph topic with word meaning.
    c. Scan previous and subsequent sentences for additional clues to meaning.

2. Recognize roots and common prefix and suffix meanings.

3. Associate new words with known synonyms.

Building Vocabulary

1. Objective: To use available contextual clues to deduce meaning of new word in context.

a. To recognize the parts of speech of new words.

STUDY: *Mosaic 1 - Grammar*, pgs. 3-9
Basic Vocabulary Builder 1, pgs. 46-47

TASK:
1. *READY* (Topic of choice) and/or
2. *GOAL : On the Job*, Vocabulary for level 3 reading
3. *GOAL: On the Job*, level 3, Reading
    a. list new words.
    b. copy sentences the words are used in
    c. identify the part of speech of words in sentences

EVALUATION: *Focus On Editing; pg 84-85*

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

b. To associate the sentence and paragraph topic with the meaning of the new word.

c. To scan previous and subsequent sentences for clues to meaning of new word.

STUDY: *BLS Vocabulary Skills, disk 2*
Study Skills for Students of English, pg. 68

TASK:
1. *READY* (Topic of choice) and/or
2. *GOAL: On the Job*, level 4, Vocabulary
   GOAL: On the Job, level 4, Reading

EVALUATION: *Study Skills for Students of English*, pgs. 69-74

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

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Building Vocabulary

2. Objective: To recognize roots and learn common prefix and suffix meanings:

STUDY: *BLS Vocabulary Skills*, disk 1 and/or
BLS Structural Analysis of Words, disk 2
MECC: Prefix Power (If extra work is needed)
MECC: Suffix Sense (If extra work is needed)

TASK: *Getting a Fix on Vocabulary*, lessons 2-6

EVALUATION: *Study Skills for Students of English* pgs. 47-53

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

3. Objective: To associate new words with synonyms

STUDY: *Word Attack Plus*
Basic Vocabulary Builder 2, pgs. 56-61

TASK: After learning new words from the word lists on *Word Attack Plus*, list as many synonyms as you can for the new word. Write original sentences for the new words.

EVALUATION: *504 Absolutely Essential Words*, chapter 16 with quiz.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

NOTE TAKING

Unit Objective: **Students will be able to take effective notes from lectures and readings. They will analyze and improve their own style of note taking.**

Performance Objectives:

1. Learn note taking strategies such as, abbreviations; article, preposition and auxiliary deletion to aid them in taking fast, comprehensible notes.

2. Learn techniques for organizing information; i.e. outlining, highlighting, listing, using margin notes and patterning (Using diagrams, charts and pictures).

3. Discriminate the main points and important details from the anecdotal and unimportant information that is spoken and written.

1. Objective: To learn note taking strategies such as, abbreviations and deletion of articles, prepositions and auxiliaries.

STUDY: *Study Skills for Students of English* pg. 185-186 (first column), 194-198
How to Improve Your Study Skills, pg. 30
Improving Aural Comprehension, Unit 2, lessons, 9-12

TASK: *Interactions II,* (Listening), chap. 1

EVALUATION: *Study Skills for Students of English* pg. 198-202 (with tape)

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

NOTE TAKING

2. Objective: To learn techniques for organizing information; outlining, highlighting, listing and margin notes.

STUDY: *How to Improve Your Study Skills*, pgs. 23-29
Interactions II, (Listening), chap. 2

TASK: *Study Skills for Students of English* pgs. 187, exercise 7.1

EVALUATION: *How to Improve Your Study Skills*, pgs. 31, activity 3.11
Study Skills for Students of English pg. 188, exercise 7.3

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

3. Objective: To discriminate main points and important details from unimportant information that is written and spoken.

STUDY: *BLS Reading Interpretations* (choose according to level)

TASK: *Strategies in Listening*, unit 19 and/or
Interactions II, (Listening) chap. 3

EVALUATION: Make notes for the following passages. List the main points and important details.

Listening: *Interactions II*, (Listening) chap. 4
Reading: *READY* - Topic of choice

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

READING STRATEGIES

Unit Objective: **Students will improve their vocabulary, comprehension and speed in reading. Students will learn to predict, scan, skim, summarize and infer.**

Performance Objectives:

1. Learn the study technique of SQ3R - Survey, Question, Read, Recite and Review.
2. Identify main ideas and details from a reading.
3. Determine the author's purpose by distinguishing between fact and opinion, fact and fiction and making inferences.
4. Chart reading speed and learn ways to increase their speed.
5. Skim for main ideas and scan for specific information.

READING STRATEGIES

1. Objective: To learn and practice the technique of SQ3R - Survey, Question, Read, Recite and Review.

STUDY: *How to Improve Your Study Skills,* activity 2.11, pgs. 15-17

TASK:

1. *Study Skills for Students of English* Exercise 6-6, pgs.155-156
2. Use the SQ3R method to read an article of your choice. Underline the key words and phrases, topic and summary sentences.

SURVEY - Read the first 2 paragraphs. Read the first sentence in the subsequent paragraphs. Read the last two paragraphs.
QUESTION - Write down questions you think of after looking at the title, pictures and the survey reading.
READ - Read the article as quickly as possible for meaning.
RECITE - Recite the main ideas orally and/or in writing.
REVIEW - Re-read your notes 2 or 3 days later.

EVALUATION: Explain the steps of SQ3R and discuss how this technique worked for you. Give examples from your task readings. Write your answer in paragraph form.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

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READING STRATEGIES

2. Objective: To identify main ideas and details from a reading.

STUDY: *How to Improve Your Study Skills*, pg. 56
Study Skills for Students of English pgs. 122-126
BLS 100 Reading Interpretations I, disk 1 score _____
BLS 100 Reading Interpretations II, disk 1 score _____
or
BLS 200 Reading Interpretations I, disk 1 score _____
BLS 200 Reading Interpretations II, disk 1 score _____
(Choose 1 or 2 lessons according to reading level)

TASK: *Interactions II (Reading)* Unit 1

EVALUATION: *How to Improve Your Study Skills*, Activity 5-1, pg. 57 and Activity 5-2, pgs. 58-59

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

READING STRATEGIES

3. To distinguish between fact and opinion, fact and fiction, and to make inferences to determine author's purpose.

STUDY: *BLS 100 Reading Interpretations*, disk 2 score _____
or
BLS 200 Reading Interpretations I, disk 2 score _____
or
BLS 200 Reading Interpretations II, disk 2 score _____
BLS 200 Reading Interpretations II, disk 3 score _____

TASK: *Reading For Meaning*, unit 9, pgs. 74-81
Americana Articles, volume II, pgs. 116-119

EVALUATION: *Invest*, Tier 2 reading, "Author' Purpose" 2 readings

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

4. Objective: To increase reading speed

STUDY: *The Readers Journal*, pgs. 12-14
How to Improve Your Study Skills, Unit 6 pgs. 56-99
Note to teacher: Student will have to be timed on some of the readings

TASK: *Reading Power*, pgs, 187-188, 193-194 **(timed readings)**
Read and Roll **(timed reading)**

EVALUATION: *How to Improve Your Study Skills*, pg. 100, Unit Review, part 1, 2 and 3.

Keep a chart for a week of timed readings. (Use the chart at the end of this unit). Write a paragraph about your experience is using the techniques studied and evaluate your progress. Have your speed and comprehension improved?

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

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READING STRATEGIES

5. Objective: To skim for main ideas and scan texts for specific information.

STUDY: *How to Improve Your Study Skills,* Unit 7, pgs. 104-129

TASK: *Reading Power,* pg. 42 and 43, pgs. 148 and 149
READY (topic of choice)

EVALUATION: *How to Improve Your Study Skills,* pgs. 130
Reading Power, pg. 151 (Timed reading) and pgs. 44-45

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

SPEED -READING CHART

Date	Average number of words per line	Number of lines	Number of minutes	Rates in words per minute

Example:

1. number of lines read 100
2. average number of words per line X6

3. total words read 600

4. total words read 600
5. number of minutes read 3

6. rate in words per minute 200

TEST TAKING STRATEGIES

Unit Objective: **Students will familiarize themselves with standardized tests and learn test-taking strategies.**

Performance Objectives:

1. Learn strategies for test preparation.
2. Learn test-taking protocol.
3. Become familiar with various types of test questions in different skill areas and learn strategies for answering questions, such as process of elimination, inference and guessing.

1. Objective: To learn strategies for test taking preparation.

STUDY:
1. Read: *How to Improve your Study Skills*, pgs. 34-36
2. List the steps you take to prepare for an exam.
3. Read: *How to Improve Your Study Skills*, pgs. 37-42

TASK: Summarize your reading:
- a. Explain the layers of memory: what happens in each layer? How do you prepare for each?
- b. List steps to prepare for a test.
- c. List tips for relieving anxiety that work for you.

EVALUATION: Summarize orally the answers to the questions above.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

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TEST TAKING

2. Objective: To learn test-taking protocol.

TASK: Answer these questions. If you're not sure, write "I don't know."

1. Should you ask questions before the test is given?
   If yes, what kind of questions are appropriate?
2. Is it necessary to bring pencils and pens to the test room?
3. Is it permissible to talk to other students during a test? Why, why not?
4. If you look at another students work, during a test, what can happen?

Discuss the answers with the teacher.

EVALUATION: Write a paragraph explaining test-taking protocol.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

3. Objective: To become familiar with different types of test questions and to learn strategies for answering them.

STUDY: Read: *How to Improve your Study Skills*, pg. 43, Activity 4.5
Make a list of your own test-taking strategies.
Read: *How to Improve Your Study Skills*, pgs. 44-51
Listening: *Improving Aural Comprehension*, Unit 1 and 3
The TABE Test, vocabulary and reading sections
TOEFL Practice Test

TASK: *How to Improve Your Study Skills*, pg. 51, activity 4.7 & pg. 51, activity 4.8

EVALUATION: *How to Improve Your Study Skills*, pg. 53-54 score: ______

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

WRITING DEVELOPMENT

Unit Objective: **Students will improve their writing by working on a variety of writing tasks concentrating on different skills.**

Performance Objectives:

1. Identify complete sentences and write sentences in correct word order.
2. Use correct punctuation; end punctuation, commas, quotation marks, and use correct capitalization.
3. Identify main idea and supporting details and write topic sentences.
4. Identify and use the elements of the writing process; pre-writing to publication.
5. Learn business letter format.
6. Do research and write a report.

1. Objective: To identify complete sentences and write sentences in correct word order.

STUDY: *Diascriptive: Sentence Sense*
Contemporary's Pre GED Writing and Language Skills; pgs. 8-13

TASK: Write a paragraph describing the Learning Center. Try to include sights, sounds and smells. After writing your paragraph, check for:
a. relevant sentences ____
b. correct spelling ____
c. end punctuation ____
d. correct capitalization ____
e. subject and verb agreement ____

EVALUATION: *GED Writing Skills*, pgs. 34

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

WRITING DEVELOPMENT

2. To use correct punctuation; end punctuation, commas, quotation marks, correct capitalization and paragraph format.

STUDY: *Diascriptive: Sentence Mechanics* (Take diagnostic test for level)
Strategies for Success-Writing;
Capitalization: pgs. 9-12, 14-15, 17-19
Punctuation: pgs. 27-30, 32-34, 36-37

TASK:
1. Answer questions on the Writing Assessment work sheet.
2. Write a paragraph on the following topic:
   What is difficult about writing for you?
3. After writing your paragraph, check for:
   a. correct spelling _____
   b. correct punctuation _____
   c. correct capitalization _____
   d. relevant sentences _____
   e. subject and verb agreement _____
   f. paragraph indentation _____

EVALUATION: *GED Writing,* Self Test, pgs. 13, 16, 31, 35, 38 (Record scores.)

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

WRITING DEVELOPMENT

3. To identify main idea and supporting details and write topic sentences.

STUDY: *Diascriptive: Sentence Sense;* lesson 4 (score) ____________
English Workout, pgs. 190-191
Ready to Write; chapter 2, 7-13

TASK: *English Workout,* pgs. 193-194

EVALUATION:

1. Write a list of supporting details for one of the topic sentences:
    a. My hometown is a special place.
    b. Exercise is important for good health.
    c. Getting credit is not easy.
2. Make sure all the supporting details are relevant.
3. Write the topic and supporting sentences into a paragraph.
4. Check your paragraph for:
    a. correct punctuation
    b. correct capitalization
    c. complete sentences with a subject and verb.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

WRITING DEVELOPMENT

4. Identify and use the elements of the writing process; pre-writing to publication.

STUDY: Focus Group

TASK: *The Write Stuff - Putting it in Paragraphs;* pgs. 1-13
Diascriptive: Sentence Sense (do diagnostic to determine appropriate level)

EVALUATION: Choose a topic and write one paragraph.
a. Finding A Job In The U.S.A.
b. What Surprised Me About The U.S.
c. A Family Member

Check off when used and completed:
____ prewriting
____ first writing
____ conference
____ second writing
____ editing
____ final edit with teacher
____ publishing

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

5. To learn business letter format.

STUDY: *How to Write for Every Day Living (business letter)*
Business Correspondence: chapter 1, pgs. 8-16

TASK: 1. Retype on WP5.1: *Ready to Write;* pg. 4. Proof read your letter.

EVALUATION: 2. *Business Correspondence;* pg. 17

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

WRITING DEVELOPMENT

6. Do research and write a report.

STUDY: *How to Write for Every Day Living - Lists and Outlines*
The Ability to Risk, unit 9

TASK: Choose a country that you would like to visit. You will research this country.

1. Make a list of questions you have abut this country.
2. Do PC Globe Worksheet #1
3. Look for other information on PC Globe you are interested in.
4. Use Compton's Encyclopedia to find other information.
5. Do PC Globe Worksheet #2.

____ first writing
____ edit
____ conference
____ final edit
____ second draft
____ third writing

EVALUATION: Ongoing throughout this unit.

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

WRITING ASSESSMENT WORKSHEET

What do you think is most difficult in writing in English?

Put these in the order of most difficult. (1 = most difficult)

___ good ideas
___ keeping to the main idea
___ good organization
___ correct grammar
___ clear meaning
___ writing enough
___ neat handwriting
___ correct punctuation
___ knowing enough vocabulary
___ correct spelling
___ writing complex sentences

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USING REFERENCE MATERIALS

Unit Objectives: **To increase use of reference materials.**

Performance Objectives:

1. Become familiar with the dictionary key for pronunciation and phonetic spelling.
2. Identify components of a dictionary entry.
3. Locate the correct entry for an unknown word.
4. Use the Encyclopedia to obtain information for a written report.

1. Objective: To become familiar with the dictionary key for pronunciation and phonetic spelling.

STUDY: *Longman Dictionary of American English Workbook;* pgs. 16 -23

TASK: *How to Improve Your Study Skills;* Activity 8-7, pg. 140

EVALUATION: Evaluation worksheet (attached)

EVALUATOR'S COMMENT: Signature/Date:

Signature/Date:

STUDENT'S COMMENT:

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USING REFERENCE MATERIALS

2. Objective: To identify components of a dictionary entry.

STUDY: *How to Improve Your Study Skills*, 134-139 (top)

TASK: *Invest*, Tier 2, reading 4-6, Management lesson 884

EVALUATION: *How to Improve Your Study Skills*, Activity 8-10, pg. 144

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

3. Objective: To locate the correct entry for an unknown word.

Study: *Longman Dictionary of American English Workbook*, Unit 4 pgs. 33-36, 39-40

TASK: *Longman Dictionary of American English Workbook*, page 37

EVALUATION: *Longman Dictionary of American English Workbook, page 41*

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

USING REFERENCE MATERIALS

4. Objective: To use the Encyclopedia to obtain information for a written report.

STUDY: *The Ability to Risk*, pgs. 125-128
Invest, Tier 3, Reading 7-8, lessons 158 -159 scores: _____ _____

TASK: From the list of topics below choose one that is completely new to you. Use the encyclopedia to get information about the topic. Write a list of the most important facts for that topic.

Vachel Lindsay
sausage
Japanese Kabuki
Batik
Liver diseases
How neon light works
AIDS
penicillin

EVALUATION: Choose a topic from the above list or a topic of interest to you. Research the topic and write a short essay (3 paragraphs).List all your sources of information.

Check for:
Do you have an introduction?
Do you have detail in you main body of the essay?
Do you have a conclusion?

EVALUATOR'S COMMENT: Signature/Date:

STUDENT'S COMMENT: Signature/Date:

Using Reference Materials

Objective 1

Evaluation

Below are dictionary pronunciations for some common words. Write the correct spelling for each word.

1. ____________

2. ____________

3. ____________

4. ____________

5. ____________

Write the pronunciation symbol for each of the following words.

1. eight ____________

2. height ____________

3. receive ____________

4. later ____________

5. latter ____________

Write the phrase with correct spelling.

____

____

____

____

____

____

____

____

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RESOURCES
TRANSITION ESL CURRICULUM FOR INDIVIDUALIZED STUDY

The following are resources that have been referenced into this level. For specific page numbers, see the individual topic units. See the bibliography at the end of this document for publishers' information.

TEXTS

504 Absolutely Essential Words
Ability to Risk
Americana Articles
Basic Vocabulary Builder
Business Correspondence
Contemporary's Pre-GED Writing and Language Skills
English Workout
Focus on Editing
GED Writing Skills
Getting a Fix on Vocabulary
How to Improve Your Study Skills
How to Write for Everyday Living
Improving Aural Comprehension
Interactions II
Longman Dictionary of American English: Workbook
Mastering Vocabulary
Mosaic 1: Grammar
Reader's Journal
Reading for Meaning
Reading Power
Ready to Write
Strategies for Success-Writing
Strategies in Listening
Study Skills for Students of English
Write Stuff

CAI/AV

BLS: Reading Interpretations
BLS: Structural Analysis of Words
BLS: Vocabulary Skills
Diascriptive: Sentence Mechanics
Diascriptive: Sentence Sense
Goal
Invest
MECC: Prefix Power
MECC: Suffix Sense
Read N Roll
Ready

APPENDICES

- INSTRUCTIONAL SUPPLEMENTS
- TEACHING APPENDICES
- LEARNER NEEDS ASSESSMENT APPENDICES
- LEARNER EVALUATION APPENDICES

INSTRUCTIONAL SUPPLEMENTS

- INDEX OF OBJECTIVES
- OVERVIEW OF FUNCTIONS BY LEVEL
- APPROACH TO STRUCTURES AND OVERVIEW OF STRUCTURES BY LEVEL
- APPROACH TO CROSS-CULTURAL ISSUES
- GUIDE TO INTEGRATING COMPUTERS INTO LANGUAGE INSTRUCTION

INDEX OF PERFORMANCE OBJECTIVES AND COMPETENCIES

This index provides an overview of the competencies and life skill performance objectives at levels 100-450 each level. The index is organized alphabetically by life skill topic (except for ***Getting Started***, which is the first unit to be covered at each level). Within the units, the competencies are organized chronologically, i.e. as they appear in the curriculum (100 objectives first, etc.)

	100	150	200	250	300	350	450
GETTING STARTED/PERSONAL IDENTIFICATION							
Describe self/others	•	•	•	•	•	•	
Complete personal data form	•	•	•	•	•	•	•
Introduce self/others	•	•	•	•		•	•
Identify family	•	•	•	•			
Locate points on map (also see ***Transportation*** Unit)	•	•	•	•	•	•	
Identify school rules	•	•	•	•	•	•	•
Respond to school policies/emergency procedures	•	•	•	•	•	•	•
Greet/take leave	•	•				•	•
Describe future goals (also see ***Work*** Unit)		•	•	•	•	•	•
Identify reasons for coming to U.S.			•	•	•		•
Give directions to/from school						•	
Describe native country/hometown						•	
Issue/respond to invitations							•
Compare hometown to Arlington							•
CIVICS/GOVERNMENT							
Identify levels/functions of government					•	•	•
Identify/explain: rights/responsibilities					•	•	•
Compare/contrast: U.S. and native country					•	•	•
CLASSROOM/HOUSING							
Respond to commands	•						
Identify objects/furniture/rooms/signs	•						
Identify/Describe residence	•	•					
Describe location of furniture	•	•					
Inquire about housing		•	•	•			
Complete housing application		•		•			
Interpret abbreviations			•	•			
State problems			•				
Request repairs			•				

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	100	150	200	250	300	350	450
CLASSROOM/HOUSING (con't)							
State preferences				*			
State rules/regulations				*			
State usage/storage of dangerous items (also see ***Health*** Unit)				*			
CONSUMERISM/COMMUNITY							
Identify food/clothing items	*	*					
Request food/clothing items	*	*	*				
Request information (e.g. price, location, hours, credit cards) or services	*	*	*	*	*	*	*
Express likes/dislikes/needs/complaints	*	*	*		*	*	*
Address an envelope	*	*					
Make request at post office	*	*					
Describe clothing		*					
Exchange/return merchandise			*	*	*		
Read/explain labels			*				
Give/follow instructions			*	*			
Identify local services			*	*			
Fill out forms and applications (e.g. credit card, library, loan, post office)			*	*	*	*	*
Identify ways to economize				*	*		
Select checking/saving accounts						*	
HEALTH							
Identify body parts/organs	*	*		*			
Describe illnesses/injuries	*	*	*	*	*	*	*
Complete health form	*	*	*	*	*	*	*
Ask for/give advice		*				*	*
Respond to instructions		*		*			
Express sympathy		*					*
Make appointment			*	*		*	
Inquire: e.g. health care, classes, location of items, issues, services			*	*	*		*
Explain absence (also see ***Work*** Unit)			*		*	*	
Suggest remedies			*				
Read/explain medicine labels				*	*	*	
Request to leave early (also see ***Work*** Unit)					*		

	100	150	200	250	300	350	450
HEALTH (con't)							
Request classification					*		
State safety precautions						*	
HOLIDAY/SPECIAL OCCASION							
Identify holiday and reason for celebration	*	*	*	*	*	*	*
Describe how/when celebrated	*	*	*	*	*	*	*
Identify historical facts, figures, events	*	*	*	*	*	*	*
Describe holiday in native country			*	*			
Compare/contrast holidays					*	*	*
LEGAL							
Describe child/criminal					*		
Describe/report crime					*	*	*
Discuss legal issue: resources, problems, solutions, consequences					*	*	*
Request information/assistance					*	*	*
State rights/responsibilities (see also ***Work,Civics*** Units)						*	*
MEDIA							
Identify newspaper section						*	
Use newspaper index						*	
Make predictions/identify main idea						*	*
Identify product, audience, message						*	*
Interpret weather forecast						*	
State preferences/opinion						*	*
Request information: scheduling, activities						*	*
Describe/compare coverage: TV/radio							*
Identify fact/opinion							*
Summarize news item							*
MONEY/BANKING							
Identify coins, bills	*						
Ask price	*	*					
Produce amounts	*	*					
Request/produce change	*						
Request/complete money-related forms	*	*	*	*			
Indicate incorrect change		*	*				

	100	150	200	250	300	350	450
MONEY/BANKING (con't)							
Identify people/items in bank		*					
Request service: bank		*	*	*			
Identify banking terms			*				
TELEPHONE							
Call 911 (also see ***Health*** Unit)	*	*	*	*			
Write phone numbers		*	*				
Take/leave message		*	*		*	*	*
Locate names, numbers, area codes		*	*		*		*
Give/follow instructions		*	*				
Request service/information/specific person		*		*	*	*	*
Respond to wrong number			*	*			*
Extend invitation			*				
Request/respond to clarification			*				
Make operator-assisted call				*			
Interpret recorded messages				*	*	*	*
Interpret phone bill					*		
Leave recorded message						*	
Record phone message						*	
Accept/decline invitations							*
Compare phone plans							*
TIME/WEATHER							
Tell time	*	*					
Write times	*	*					
Read/write dates	*	*					
Describe daily routine	*	*					
Describe weather	*	*					
Interpret weather map		*					
TRANSPORTATION							
Identify types/describe use	*	*	*				
Give/follow instructions	*	*	*	*	*	*	*
Interpret maps	*	*		*	*	*	*
Identify traffic signs/symbols	*	*	*	*	*		*
Request information/services	*	*		*	*		
Explain traffic rules			*		*		*

	100	150	200	250	300	350	450
TRANSPORTATION (con't)							
Identify car parts			*				
Describe car problems/request service			*		*		*
Plan a trip				*		*	
Interpret parking tickets					*		
Make appointment for drivers' test						*	
Complete drivers' license application						*	*
Report crime/accident						*	*
Complete accident form						*	*
U.S. HISTORY							
Describe events, issues, figures					*	*	*
State causes and effects					*	*	*
Describe historical period in own country					*	*	
Compare/contrast with native country							*
WORK							
Identify job titles, etc.	*	*					
Describe experience	*	*	*	*	*	*	*
Fill out application/work related forms	*	*	*	*	*	*	*
Give/Follow instructions	*	*	*	*	*	*	*
Identify signs	*	*					
Report lateness/absence/need to leave early (also see ***Health*** Unit)		*	*				
Request/identify/inquire about job possibilities/duties		*	*	*	*	*	*
Participate in job interview			*	*	*	*	*
Request/provide assistance			*				
Respond to/request clarification			*	*	*	*	*
Request/give directions				*			
Read W2 form				*			
Read pay stub				*	*		
Interpret want ads/job announcements					*	*	*
Identify/request health/safety/emergency procedures/issues (also see ***Getting Started*** Unit)					*	*	*
Request schedule change						*	
Apologize/respond to apologies						*	*

	100	150	200	250	300	350	450
WORK (con't)							
Respond to criticism/praise						*	*
Offer/respond to suggestions						*	
Identify problems, solutions, consequences						*	*
Identify worker rights/responsibilities							*
Write resume							*
Make appointment for interview							*
Write thank-you note							*
Conduct follow-up call							*
Request promotion/raise							*
Identify obstacles/state strategies							*

INDEX OF FUNCTIONS

	OVERVIEW						
	100	150	200	250	300	350	450
Seek & Report Information							
Capability				•	•	•	•
Cause/effect			•	•	•	•	•
Description (color, size, condition, etc.)	•	•	•	•	•	•	•
Location/direction	•	•	•	•	•	•	•
Objects/signs/symbols	•	•	•	•	•	•	•
Quantity/price	•	•	•	•	•	•	•
Self/others	•	•	•	•	•	•	•
Time/chronological information	•	•	•	•	•	•	•
Make/Respond to Requests for Clarification	•	•	•	•	•	•	•
Express & Inquire about Opinions, Attitudes							
Likes/preference/satisfaction/compliments		•	•	•	•	•	•
Needs/wants/intentions	•	•	•	•	•	•	•
Regrets/apologies/sympathy			•	•	•	•	•
Gratitude/surprise							•
Opinions					•	•	•
Complaints		•			•	•	•
Express/Inquire about conditions (health, pain, worry, mood)	•	•	•	•	•	•	•

INDEX OF FUNCTIONS

	OVERVIEW						
	100	150	200	250	300	350	450
Make & Respond to Directives:							
Advise, ask; and instruct s.o. to do sth/seek advice	•	•	•	•	•	•	•
Respond to instructions/directives	•	•	•	•	•	•	•
Request assistance	•	•	•	•	•	•	•
Give/seek permission					•	•	•
Give/respond to correction/warning			•	•	•	•	•
Make/respond to invitations			•	•			•

STRUCTURES

Basic to the effective implementation of the REEP Curriculum (3rd edition) is the belief that learners should have a voice in deciding what topics are relevant to their lives. Instruction, therefore, is driven by the language needed to communicate effectively within these identified topics. As learners progress through the levels of the curriculum, the language needed to effectively communicate ideas becomes increasing more complex, and hence more emphasis is placed on communicative grammar instruction and practice.

Teachers should plan lessons that integrate grammar instruction into communicative practice that is relevant to the curricular topics selected by the learners. Based on the sample language for performance objectives, structures are referenced into the integration columns of the topic units (See individual units).

This section provides an overview of which structures are taught across levels. At the end of each level, there is an index of structures by unit as well as suggested resources.

This curriculum does not intend to provide a comprehensive listing of all possible structures. The structures listed are those that have been referenced into the curriculum based on the sample language provided for performance objectives. The actual coverage of structures will depend on the topical and language learning needs and interests of a particular group of learners.

For more information and discussion regarding teaching grammar, please consult the following resources:

Making Informed Decisions About the Role of Grammar in Language Teaching. Marianne Celce-Murcia. TESOL Newsletter, Vol. XIX No. 1. February 1985.

Grammar in the Learner Centered Classroom: A Video Resource for Training Adult ESL Instructors. The Board of Education for the City of Toronto, Continuing Education Department. 1990

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INDEX OF STRUCTURES BY LEVEL

	100	150	200	250	300	350	450	550
ADJECTIVES/PRONOUNS:								
Adjective + noun	*	*			*			
Comparative/Superlative				*	*	*	*	*
Demonstrative (this, that)	*	*	*	*	*			
Indefinite (much, many)						*		
Indefinite (some, any)		*	*			*		
Possessive	*	*	*	*				
Relative clauses								*
Superlative				*	*	*	*	*
ADVERBIALS:								
Cause/Reason			*	*	*	*	*	*
Frequency (often, never)							*	*
Means (quickly, slowly)					*	*		*
Sequence markers (first, then)			*	*	*	*	*	
Already/Yet								*
When/While						*	*	*
Very/Too/Enough	*				*			*
ARTICLES:								
Definite						*	*	*
Indefinite	*							*
CONDITIONAL CLAUSES:								
Real present					*	*	*	*
Unreal present								*
CONJUNCTIONS:								
And								*
But					*	*	*	*
Either/Neither								*
Or								*
MODAL VERBS:								
Can		*	*	*	*	*	*	
Could		*	*	*	*	*	*	*
May/Might	*	*	*	*	*	*	*	*
Must/Have to			*	*	*	*	*	*
Should		*	*	*	*	*	*	*

Index of Structures by Level	100	150	200	250	300	350	450	550
MODAL VERBS: (cont.)								
Would/Would like/Would rather		•	•	•	•	•	•	•
Perfect modals							•	•
NOUNS:								
Count/Noncount (and modifiers)	•	•	•	•		•		
Singular/Plural	•	•	•					
PREPOSITIONS:								
Place	•	•	•	•		•	•	
Time	•	•		•		•	•	
REPORTED SPEECH:					•		•	•
THERE IS/THERE ARE:		•	•	•		•	•	
VERBS:								
Imperative	•	•	•	•	•	•	•	•
Passive								•
Phrasal							•	•
Sequence of tenses								•
Tenses								
future (will, going to)	•	•	•	•	•	•	•	•
future (continuous)						•		•
past continuous					•	•	•	•
past perfect (continuous)								•
present continuous	•	•	•	•	•	•	•	•
present perfect (continuous)				•	•	•	•	•
simple past	•	•	•	•	•	•	•	•
simple present	•	•	•	•	•	•	•	•
Verb + gerund							•	•
Verb + infinitive					•		•	•
QUESTIONS:								
Embedded					•	•	•	•
Tag								•
Wh	•	•	•	•	•	•	•	•
Yes/No	•	•	•	•	•	•	•	•

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APPROACH TO CULTURAL POINTS AND ISSUES

Culture is infused throughout the REEP Curriculum (3rd Edition). All of the lifeskills topic units and most of the performance objectives directly relate to aspects of US culture. Our purpose is to promote discussion, understanding, and appreciation of cultural similarities and differences. Infusion of cross-cultural discussion points is designed to encourage classroom discussions which will reveal a variety of customs and beliefs in both the native cultures and the target U.S. culture.

Our adult learners bring a wealth of experience and knowledge about their cultures to the classroom. The REEP curriculum capitalizes on this resource by providing opportunities for learners to share their experience and knowledge in the classroom. Cross-cultural discussion can serve a number of purposes. First, such discussion promotes learning; adults learn better when they can relate the knowledge that they possess to the new knowledge that they are trying to acquire. Second, cross-cultural discussion promotes an understanding and appreciation of cultural similarities and differences. Through exploring cross-cultural issues, learners will increase their understanding of their own, this country's, and their classmates' cultures. An appreciation of all these cultures is essential in easing adjustment to life in the US and is critical to success in the workplace. In the majority of workplaces in Virginia, for example, there is no single culture represented; immigrants and refugees need to learn to get along with people from a wide variety of cultures, not just from the U.S.

Cross-cultural points have been referenced into the integration column in each unit. The points can be used to introduce topics or as discussion starters during on-going topics of study. Teachers may select and adapt them as appropriate for the needs and backgrounds of their students. It is expected that these points will lead to other points and further discussion. Discussion may take place among the class as a whole or in small groups. Students should provide information about their cultures and talk about what they know about life in the United States. Teachers may facilitate or participate in the discussions, addressing the issue from one or more American points of view.

In order to promote true cross-cultural understanding, it is important for the teachers and students not to be judgmental, i.e. label certain behaviors and beliefs as right or wrong. It is important to stress that differences exist between cultures but that one way of doing something is not inherently better or worse than another.

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Guide to Integrating Use of Computers Into Language Instruction

(Contributed by Susan Huss-Lederman)

Introduction

Effective educational software, like any other teaching aid, relies on critical evaluation for effective implementation into a learning context. Programs that are evaluated for appropriate CALL (computer assisted language learning) can be enjoyed with most success by learners and teachers if learners understand what they will be doing and are already somewhat familiar with the material they will practice or work with on the computer. Of the many educational software programs that REEP uses, some have been designed for ESL, but most have not been. Through practice and observation, teachers can integrate software into instruction for learners to practice and learn English.

Strategies for using educational software includes planning for learners' successful encounters using it. For example, pairing learners who speak different native languages in front of the terminal is one way to facilitate real communication, especially if the software requires critical thinking to solve a problem. Learners who are used to group work or cooperative learning techniques from the classroom enjoy such an approach at the computer, too. Using the computer together becomes a natural extension of cooperative problem solving. Similarly, peer teaching works well in front of the computer terminal. Learners with better developed reading and keyboarding skills can direct their fellow learners toward successful use of the computer. Those they are coaching can ask for clarification without risking embarrassment in front of a class.

Types of software available

Software used by learners in educational contexts is often categorized into the following genres:

1. drill and practice
2. tutorial
3. simulation and game
4. databases and multi-media encyclopedias
5. applications software, including word processing and spreadsheets

The first three categories encompass instructional software programs, while the last two consist of programs that can be adapted to educational contexts. Software is changing as hardware becomes more sophisticated. The advent of multi-media, CD-ROM and laser disc programs enable learners to interact with information and language in a less linear way than ever before. Sound and voice peripherals are becoming less expensive and more standardized, yielding more affordable enrichment to the second-language learner's experience with computers.

Each instructional software program has an inherent methodology within its design. Professionals responsible for evaluating software for use in second language learning contexts should become familiar with analyzing software for inherent methodology, determining when in the sequence of language practice a learner will use the software, and deciding what opportunities for manipulating language the learner will have when using the software. This is especially crucial when evaluating non-ESL software for ESL instruction.

Non-ESL software often assumes native-speaker familiarity with slang or technical language, terms used for praise, and ability to follow multi-step written or spoken directions, as well as an understanding of the target culture. Teachers must weigh these factors against the benefits the software offers their learners for meaningful language learning and practice. Learning activities prepared to help learners manage all of this "newness" enrich the learning experience and help learners experience success through independent learning. Below are descriptions of software types, followed by suggested uses of software for language learning.

Drill and Practice. As the name suggests, drill and practice software gives a learner repeated opportunity to practice a specific skill. Correct responses are rewarded with a positive comment (e.g., ***Right!***). If learners respond incorrectly, they are asked to try again. If they don't answer correctly, but only after multiple attempts, the right answer is displayed. Some drill and practice programs end by showing learners how many correct responses they have given. Based on the learner's score, these programs recommend whether or not the learner should repeat the computer lesson.

Some drill and practice programs have a main menu which allows learners to choose from a range of drill types. Multiple choice drills merely require that learners recognize a correct answer and select it with a keystroke, while other drills demand that learners type a correct word, letter or sentence. Many of these programs allow for easy teacher-authoring of lessons customized to learner needs. Examples include:

1. ***Word Attack Plus*** and ***Goal Vocabulary***, (Davidson and Associates) programs to teach native-speaking adults to recognize and to practice spelling vocabulary.

2. ***English Express Language Builder and Speech Master***, (Davidson and Associates) programs to teach adult ESL learners to recognize, pronounce, and spell words related in context.

3. ***Basic Vocabulary Builder on Computer*** (National Textbook), a program that tests learners' ability to spell related vocabulary words.

4. **Goal Reading** (Davidson and Associates), tests comprehension of timed reading passages and quizzes learners on vocabulary learned in context of readings.

Tutorial. Tutorial programs usually begin with a diagnostic test. If the learner demonstrates weakness in certain areas, the program provides the learner with a tutorial--explanatory screens with questions the learner must answer. At the end of the tutorial, the learner takes another quiz. If the learner scores a passing score, s/he is encouraged to go on to the next level of difficulty. Examples of tutorials include:

1. **SELF** (American Language Academy), a grammar program that teaches basic differences between Spanish and English grammar with bilingual support available on-line.

2. **Grammar Mastery II** (American Language Academy), well-written grammar tutorials that presume some knowledge of grammatical concepts.

3. **INVEST** reading strand (Jostens Learning Corporation), offers learners instruction in critical reading skills and gives qualitative feedback when learners answer comprehension questions. It is useful to provide learners with additional questions on a handout so that they can discuss the content of the reading with others. This provides them with language practice and turns the reading experience into a more active one.

Simulation and game. In simulations, the learner enters a *micro world* (a computer-created situation) and must work within it to solve a problem. Such programs naturally foster problem-solving discussions for small group or pair work. Simulations include:

1. **"Where in the World is Carmen SanDiego?"**, a popular children's mystery game which relies on knowledge of world geography;

2. **INVEST** (Jostens Learning Corporation) offers many simulation programs in workplace contexts, in which learners are put into the roles of supervisors hiring employees or job candidates interviewing for jobs. Such programs foster use of language relevant to expressing oneself in real life contexts.

3. **Prodigy** offers many games, some of them simulations, under **Entertainment**.

Databases, Multi-media Encyclopedias, and On-Line Services. Software programs in this category, although not expressly designed for language learning, may also be used to foster interaction with the information that learners retrieve. Educational databases work like any other database. Learners specify parameters for information on certain topics and then use the information they retrieve. Teacher-designed work sheets or activities are necessary for learners to use databases meaningfully. Multi-media encyclopedias enable learners to use keywords and other search features to focus on a topic. On-line services enable learners to point and click to find topics of interest, as well as to conduct key-word searches. Examples of programs include:

1. ***Virginia View*** (*Vital Information for Employment and Work*, developed by Virginia Polytechnic Institute), enables learners to access information from an occupational and educational database, once they have input criteria information about themselves. As personal information is entered, the array of jobs narrows to those most closely attuned with individual preferences. Learners can also research all post-secondary educational institutions within the Commonwealth of Virginia, and learn about financial aid options available.

2. ***PC Globe, PC USA*** (both by Broderbund), geo-political databases, these programs enable learners to research countries and U.S. states. Learners can print out information, including maps, and listen to national anthems and state songs.

3. ***Compton's Multi-media Encyclopedia on CD-ROM*** (Compton's Multimedia) enables learners to develop skills in managing large amounts of information. Learners can scan a table of contents and move to the relevant section of an article by clicking on a mouse. Learners can also search for information by entering keywords and selecting articles based on them. A limited amount of information may be printed, and learners may also access a notebook window to take notes to print out later.

4. ***Prodigy*** enables learners to access information from the on-line service though a user-friendly graphical interface. Learners can read today's headlines, access *Consumer Reports*, *National Geographic*, numerous travel guides, and other information resources either by entering a keyword through the "jump" feature, or by pointing and clicking a mouse on different menu items.

Using a database, multi-media encyclopedia, or on-line service as a step in a larger activity, such as writing a report, or preparing a talk, is a motivating and meaningful exercise for learners because it is not contrived. It is one where they can learn about a topic and decide how much or how little information they want. The information that the learners gather on their own satisfies real intellectual curiosity.

Applications Software/Word Processing. Applications software includes, among others, spreadsheet and word processing/desktop publishing programs. The following discussion is limited to word processing programs. There are many word processing programs with different features. Examples include:

1. ***WordPerfect*** (WordPerfect Corporation) is widely used in business as well as educational contexts. Using this program helps learners develop proficiency in using software used in the world of work.

The following two programs, although not referenced into the curriculum, are also appropriate for educational uses. Their special features are highlighted.

2. ***BankStreet Writer*** (Scholastic, Inc.) is an easy-to-use multiple loading program designed for educational use. Teachers can create and save frozen text prompts, and can in effect, create writing tutorials.

3. ***Eye Relief*** (SkiSoft) is a large-type word processing program. Originally developed for the visually impaired, the size of characters on the monitor, background and character color, and cursor blink rate can all be easily adapted to meet the needs of the user.

Word processing programs give learners flexibility in revising drafts and spell-checking, and thus facilitate the writing process. Use of word processing programs also is useful in generating language experience approach stories and reading extension exercises, as well as other collaborative writing projects.

Using Software in Effective Language Learning and Practice

Learner use of any software is enhanced if it is used to accomplish a purpose external to "using software for software's sake." As stated before, educational software lessons have an inherent pedagogical methodology in their design, while word processing, desktop publishing programs, and databases do not. And as mentioned before, software not designed for non-native speakers who are learning English may require either pre-teaching or support. These factors influence teachers' decisions concerning software use.

At REEP, we use a lot of non-ESL software focused in lifeskills areas and problem solving. This is done, in part, because there is very little CALL software available that offers lifeskills and problem solving contexts for language use. In large part, software for ESL is focussed on the structure of language, not on social use. Much presupposes knowledge of grammatical concepts.

Guidelines

1. Guide the Learner's Information "Intake".

At REEP, we have found that database use is enhanced when learners work with handouts that guide them in selecting information. The content of the handout can consist of questions generated by learners. For example, in using the *PC Globe* database for a class project on countries and cultures, learners may collaborate in determining the information they wish to find in the database. This focuses them on selecting specific information from a seemingly limitless source.

On-line reading tutorials are often interesting for learners while they are reading them, but once they finish the story, learners have difficulty in recalling information, perhaps because they have not engaged in pre-reading, predictive activities in a group. REEP teachers have dealt with this by selecting programs based on learner goals and interest. Learners are either instructed to take notes or to complete a guided note-taking handout. Learners later use the information either to give a presentation or to collaborate on group written reports (for example, on important women in U.S. history) which are displayed in the school hallways for all learners to read. In this way, learners are reading for a purpose and are accountable to share this information with others.

2. Integrate software use into language learning objectives.

Use of software should not be treated like an unusual treat, but should fit into an overall objective. Software that helps a learner successfully complete an objective is worthy of use at any level of learner ability. For example, literacy learners who can demonstrate that they can identify and place the letters of the alphabet in order, when this is an objective that the class has been working on, are proud and pleased when they can demonstrate this independent of teacher-fronted guidance.

3. Customize instruction when appropriate.

As mentioned earlier, some drill and practice software programs enable instructors to author or customize lessons by entering their own vocabulary or reading lessons. Most Davidson products have authoring and customizing features. Teachers at REEP have created lessons to help learners recognize want-ad abbreviations and job-related vocabulary. Stories written by learners have been entered onto reading programs.

Especially useful for low-level readers, learners enjoy reading about people like themselves in familiar contexts. Teachers supply on-line reading comprehension questions.

4. *Provide necessary preteaching.*

Before using certain educational computer programs (especially drill and practice which often test what a learner knows), it is important to help learners gain familiarity with the content. REEP teachers make use of language master card readers, especially at beginning levels to assist learners in learning vocabulary and in reading, before they use computer programs that more rigorously test their knowledge. For example, in order to help beginners spell related vocabulary items given on the Basic Vocabulary Builder on Computer program (National Textbook Company), teachers have mounted pictures and vocabulary words on language master cards. Learners read and listen to the cards before using the computer program. When using the computer program, learners can test their vocabulary recognition and spelling abilities.

Conclusion

Computers and other educational technologies work best when integrated into lessons based on learners' needs and goals. The learning situation is ripe for learners to engage in language learning and practice. In addition to practicing with the on-screen content, when learners collaborate on using the same program they engage in task-related interactions, natural situations in which to practice requesting and giving clarification and to directing others to action without teacher intervention. Finally, providing adult learners an orientation to technology is a service in a society that uses them increasingly in occupational, service and personal settings.

TEACHING APPENDICES

This section includes activities, techniques, and lessons that REEP teachers have used successfully in their classes as well as a guide for integrating computer-assisted instruction into language teaching. For additional teaching activities, see Learner Needs Assessment Appendices.

LESSON PLANS, ACTIVITIES, AND TECHNIQUES

Sample Lesson Plans

- Sample Lesson Plan: Finding Work
- Using the Phonetic Alphabet to Improve Pronunciation

Activities and Techniques (in alphabetical order):

- Cinquains
- Dialog Creation
- Identifying Main Ideas and Details
- Information Gap
- Line Dialog
- Matching
- Pen Pal Dialog Journals
- Problem Solving
- Process Writing: My Keepsake
- Roleplay
- Self-Access
- Simulation
- Total Physical Response

SAMPLE LESSON PLAN FORM

(Contributed by Susan Otero)

TOPIC: Jobs, Finding Work **LEVEL:** Intermediate

LESSON OBJECTIVE: Students will be able to describe past and present jobs, including duties and responsibilities.

BASIC SKILLS: present tense, past tense, vocabulary (job titles, action verbs)

LIFE SKILL: describe job duties and responsibilities (to get a new job-application/interview; to get promotion/raise)

LANGUAGE FOCUS: speaking and listening

ESTIMATED TIME: approximately two and a half hours

STAGES OF THE LESSON:

*** Warm-up/Review** Students will review job title vocabulary by brainstorming jobs for different categories such as jobs working with people, machines, animals, computers, children, numbers, tools, etc.

*** Introduction** Students discuss and identify why it's important to be able to explain their jobs, including duties and responsibilities.

*** Presentation** Using job titles from warm-up/review, students discuss and identify duties and responsibilities for various jobs. Teacher asks students about other jobs they have/have had as well as duties and responsibilities. Teacher elicits from students questions to ask about past/present jobs (What did you do? What experience do you have? What is your job? What are your responsibilities? etc.) as well as appropriate responses (I was a mechanic. I fixed cars. I used to teach children. I am responsible for taking inventory. My duties are to answer the phone and take messages.)

***Practice** Students use information grid (see Learner Needs Assessment Appendix) to ask questions about previous job title, previous job duties, present job and present job duties.

***Application** Students complete simplified job history section on a job application.

***Evaluation** Students perform role play in which one student is given the role of asking questions to another student about their job experience and duties, and the second student is given the role of responding to the questions with information about his/her job experience and duties. The other students listen to role play and must write down job title and duties.

USING THE PHONETIC ALPHABET IN THE DICTIONARY TO IMPROVE PRONUNCIATION: UNIT PLANNING NOTES

(Contributed by Suzanne Grant)

LESSON OBJECTIVE: Students will be able to use the pronunciation key in the Longman Dictionary of American English to improve their pronunciation of spelling mispronunciations.* By looking up phonetic transcriptions in the dictionary, students will be able to learn the pronunciation of new words and check the pronunciation of words they are not sure of.

* Spelling mispronunciations are words that students mispronounce because they cannot predict the pronunciation of a word from the spelling as opposed to words they mispronounce because they are unable to produce the sounds or stress patterns.

It may be first necessary to work on discriminating and producing the sound and stress patterns of American English. Looking up the pronunciation in the dictionary is not useful if the students cannot produce the sounds. Two good sources are Pronouncing American English (Harper & Row) by Gertrude Orion and Clear Speech (Cambridge University Press) by Judith Gilbert. There is a diagnostic listening test in Clear Speech. The Longman Pronunciation Key can be used as a diagnostic production test. Have students read Key Words. If it seems that students have mispronounced the word because of spelling, give them an alternate word with the same sound.

COVERAGE TIME: Should span several class periods and be reviewed periodically depending on how much time needs to be spent on articulatory work.

LEVEL OF STUDENTS: High intermediate and advanced.

SUGGESTED STEPS/ACTIVITIES:

INTRODUCTION:

Using "Problems with English Spelling" go over/elicit common problems with relying on English spelling to predict pronunciation. Elicit other examples.

Problems with English Spelling:

a. 1 letter= many sounds

cat all paper alive a= 4 sounds

city cat c= 2 sounds

b. 1 sound= many spellings

say weigh page great they ey= 5 spellings

c. same pronunciation/different spelling: sun son

d. same spelling/different pronunciation: bow (verb) bow (noun)

e. silent letters: island note bomb

PRESENTATION:

1. Using the Longman Pronunciation Key, introduce students to the phonetic alphabet.

2. Go over the symbols, sounds, and examples in the Longman Pronunciation Key. Note the sounds that the students have trouble producing and plan to do some extra work on those. Elicit other examples from students to assess whether or not students can recognize the sound and tell when two sounds are the same. In most cases, students will not be able to consistently produce sounds if they cannot discriminate them.

Some point to include:

a) Unlike orthographic alphabet, 1 phonetic symbol always refers to the same sound, eg:
/g/ always stands for the sound in good, but never for the sound judge.
/h/ always stands for the sound in house, but never for the silent "h" in hour.

b) Some of the phonetic symbols look like orthographic symbols ("g" and /g/). Others are completely different, eg. the phonetic symbol for the ng in sing.

As an out of class reference, it would be very helpful for the students to have a tape recording of a native speaker sounding out the symbols and their examples.

PRACTICE:

Do as many practice activities as needed to help students learn the symbols and corresponding sounds. (This could span several classes). The suggested activities below can be done in small groups or pairs.

a) Give students symbols and have them come up with as many words as they can think of that contain the sound. When in doubt, students can look words up in the dictionary.

b) Give students phonetic spellings and have them sound out the words.

c) Give students orthographic spellings and have them transcribe the words using the pronunciation key.

d) Notecards: (One side with phonetic spelling only; the other side with orthographic and phonetic spelling). In pairs, students can practice reading phonetic spellings while partner checks pronunciation.

e) Have students identify words that they think they have difficulty pronouncing and look them up in the dictionary. Students can keep a record of the words and their pronunciation in a notebook or on notecards.

EVALUATION:

Give students a list of words to look up in the dictionary and have them sound out the pronunciation.

EXTENSION/APPLICATION ACTIVITIES:

a) Have students record a passage, such as the following passage, once without using a dictionary. Then, have them check the dictionary for the pronunciation of words they are not sure of and rerecord the passage. (This passage contains all the phonemes of American English.)

> Many now think the Steelers will have a great chance to win the Superbowl for the third year in a row. The team is justly proud of its usually competent defense, its sure-footed veterans, and its three zippy linebackers.
>
> (From Thomas Scovel's studies on foreign accent recognition. For more information, see A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech.)

b) Have students record a 2-3 minute talk on a topic that interests them without consulting their dictionaries. Then, have them check the dictionary for words they are unsure of and rerecord those words.

c) Have students prepare a 2-3 minute speech to give in class. They can make a list of words and their pronunciations to practice before the speech. The teacher can jot down mispronounced words as students are giving the speech and have them look up the words afterwards.

CINQUAINS

(Contributed by Donna Moss)

Levels: 200 - 550

Time: 1 or 2 class sessions (3-6 hours)

Preparation: Review of parts of speech; nouns, adjectives, -ing verbs, subject verb agreement.

Set-up: Tell the students they are going to write a poem called a Cinquain. Then, explain the structure of the poem.

1 noun
2 adjectives
3 -ing verbs
1 complete sentence
1 noun

Create a class Cinquain. It may be necessary to supply the topic to get things moving.

SAMPLE GROUP CINQUAIN

Pizza
Round, Hot
Cooking, Buying, Eating
It is delicious.
Pizza Hut

Brainstorm with the class possible topics for a Cinquain. For example: Family, colors, seasons, countries, cities, animals, nature, work, school, etc.

Have students check each other's poems for clarity and correct structures. Collect them and have a final check. Then, have students write or type their final drafts.

Students can decorate their papers and display them on a bulletin board or make a book of them.

Daughter
Pretty, Wonderful
Caring, Loving, Growing
I was present when she was born.
Dora
(Victor)

STUDENT SAMPLES

Education
Important, Necessary
Learning, Growing, Knowing
Everybody needs education.
Knowledge
(Victor)

Policeman
Responsible, Serious
Working, Helping, Protecting
They help everybody.
Police
(Freddi)

Language
Easy, Crazy
Trying, Learning, Improving
Incredible, but true, it's very hard to do.
English
(Mihai)

AIDS
Dangerous, Terrible
Killing, Dying, Suffering
We have to take care of ourselves.
Life
(Alphonsia)

My country
Beautiful, Tropical
Traveling, Enjoying, Visiting
On vacation, you'll have a good time.
Guatemala

Lawyer
Serious, Intelligent
Asking, Learning, Defending
The lawyers are very expensive.
ACBA Lawyer Referred Service
(Jesus)

Car
Necessary, Dangerous
Buying, Driving, Colliding
Drive your car with care.
DMV

Fire Department
Twenty-four hours a day
Working, Helping, Going
They help the people.
Firemen
(Sonia)

DIALOGUE CREATION

Purpose:

To elicit a dialogue through picture and gestures. Students generate language at their level.

Directions:

Teacher chooses a situation relevant to the topic being studied and defines the roles involved. Instead of presenting a prepared dialogue, the teacher uses pictures and gestures to elicit the dialogue from the class. The teacher accepts all suggestions from the students and encourages them to work together to provide the correct grammar. It's good to start this technique on the overhead projector and then move to individual handouts.

1. Teacher takes one role, and the students take the other role to elicit the entire dialogue.
2. Repeat the dialogue with each half of class taking one of the roles.
3. Give handouts of pictures for pair work.

Can be followed up with substitution drills, discussion of alternative ways to say the same thing, and writing the dialogue.

Example:

Visuals from class texts.

Applications:

Finding a Job:	Making an appointment for an interview.
Telephone:	Extending/declining an invitation.
Health:	Talking to the doctor about health problems.
Clothing:	Exchanging merchandise.

IDENTIFYING MAIN IDEAS AND DETAILS

(Contributed by Pat Thurston)

LEVELS: 300-450

OBJECTIVE: Students will be able demonstrate comprehension of a reading passage by identifying main ideas and details in readings. (This technique can also be applied to the students' own writing to help them identify main ideas and details in their writing.)

SUGGESTED STEPS:

Warm-up/Introduction:

Pre-reading, reading, and other activities related to selected reading passages. Teacher elicits what the students remember about the story and writes their responses on the board. No books, papers, or peeking permitted. Complete sentences should be encouraged.

Presentation:

Teacher introduces the concept of main idea and detail using pieces of chalk. A whole piece of chalk represents the main idea (i.e. What is the whole story about?). Broken pieces of chalk represent details (What are the little pieces of the story?).

Practice:

Teacher elicits the main idea of the story, writes it on the overhead, and puts the whole piece of chalk by the main idea.

Teachers instructs students to look at the sentences they generated on the blackboard and asks if the main idea is there (usually it isn't). Teacher elicits from the students that their sentences are details.

Teacher reads a sentence from the blackboard and represents the details with little pieces of chalk. Repeat for a few sentences.

Teacher puts a handful of chalk on the overhead and elicits details (pieces of the story). As individual learners respond, teacher gives the individual the piece of chalk.

Class reviews details from the board. Then, teacher erases board, and class reviews using the pieces of chalk handed out (eg. What detail is this?).

Application:

Students complete a cloze activity about the reading passage and put sentence strips in order.

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INFORMATION GAP

Levels: all

Purpose:

To practice asking and answering questions. Reinforces speaking and listening skills as students are forced to understand each other and to make themselves understood in order to complete a task. Good for practicing asking for clarification.

Steps:

Teacher prepares a master handout that can be used to delete different pieces of information on two sets of handouts. Handout **"A"** will have some information deleted that handout **"B"** will provide. Handout **"B"** will have some other pieces of information deleted that handout **"A"** will provide. Class is divided in pairs, one student with **"A"** and the other with **"B"**. Students must ask partner questions to get information necessary to fill in missing information.

Example:

FOOD: Have a simple menu prepared with different prices deleted on handouts **"A"** and **"B"**.

Variations:

1. Handouts may be pictures, maps, or charts.
2. Students can go into the community with a questionnaire to gather information from two different places (**eg.** two local stores, two banks, two adult education programs).

Applications:

Housing	Diagrams of houses/apartments with missing pieces of furniture.
Transportation	Grid maps with buildings missing or unnamed.
On the Job	Schedule of workers' tasks, deleting tasks at different times/days.
Family	Family tree with different relationships/ages not filled in.
Clothing	Department store floor plans with different departments unnamed.

LINE DIALOGUES

Purpose:

This activity gives students the opportunity to practice short dialogues over and over again with different partners. It also encourages peer teaching.

Directions:

1. Students form two lines facing each other.
2. Students in LINE A have **cue cards.** These cue cards are used to elicit responses from students in LINE B.
3. LINE A remains stationary, repeating the same questions while LINE B looks at cue cards, responds, and moves right. The last person moves to the beginning of the line. Continue until everyone in LINE B has responded to everyone in LINE A. All pairs are talking at the same time.
4. LINE A gives cue cards to whomever is opposite in LINE B. Repeat the procedure.

Example: Health Problems

$$\begin{array}{cccc} A_1 & A_2 & A_3 & A_4 \\ & & & \\ B_1\rightarrow & B_2\rightarrow & B_3\rightarrow & B_4 \\ \uparrow & \leftarrow & \leftarrow & \downarrow \end{array}$$

LINE A has cue cards of health problems.

A_1: (holding up **fever** card) What's the matter?
B_1: He's sick. He has a **fever.** [Moves down the line to A_2]
A_2: (holding up **cold** card) What's the matter?
B_2: He's sick. He has a **cold.** [Moves down the line to A_3]

The teacher can monitor by standing outside the lines or by participating in either one of the lines.

Applications:

Personal ID	Picture of globe, ask "Where are you from?"
Clothing	Clothing pictures and prices, ask "What is this? How much is it?"
Finding a Job	Visuals of workers, ask "What does he do? Where does he work?"

MATCHING GAME

Purpose:

To reinforce vocabulary and structures taught.

Directions:

Prepare sets of 3 x 5 cards with pairs of words or visuals. Cards are put in two stacks on the table. Students pick one card from each stack, hoping to find a pair. If the cards match (a pair), student makes a statement/sentence about the pair. This activity can be done in as many small groups as there are sets of cards available.

Example:

Employment: Cards with the job titles and corresponding work tasks.

1. Titles (cashier)
2. Tasks (takes money)

* A cashier takes money.

Variations:

1. Use pictures instead of words.
2. Use words and abbreviations.
3. Use three stacks of cards.

Applications:

Clothing

1. Weather conditions (cold).
2. Clothes (coat).

* It's cold. Wear a coat.

Health

1. Sick/injured people (headache).
2. Treatment (aspirin).

* I have a headache. Take an aspirin.

Finding the Job

1. Want ad abbreviations (F.T.).
2. Full forms of the abbreviations (full time).

* "F.T." means full-time.

Community Services

1. Envelopes with incomplete addresses.
2. Missing components of addresses.

* What's the zip code? It's 20715.

PEN PAL DIALOGUE JOURNALS

(Contributed by Phil Cackley)

The benefits of dialogue journal practice are well-established and include the opportunity to write, the chance to build rapport between teachers and students, giving individual attention in a large class, and building the students' confidence in their general language ability.

Journal writing is ungraded, non-corrected, and open-ended. It is a cumulative conversation carried over a course of weeks. It is communicative in emphasis, rather than pointed exclusively toward functions or grammar. Also, it provides important reading practice, as well as writing.

The problem with dialogue journals is that they are very time-consuming for the teacher. An alternative is peer dialogue journals, where students in one class "correspond" with students in another. There is a start-up time cost (setting up pairs of students; adequately explaining and preparing students to write), but once in progress, time needed is basically to read the journal entries, monitor them, make sure communication is taking place, and stay in contact with the teacher of the "corresponding" class. Some unexpected subtle gains may also occur. The quality of dialogue may be better between students than between student and teacher. Rather than merely maintaining the dialogue (i.e., talking about the weather or weekend activities), pairs often engage in authentic dialogue about problems finding a job, loneliness, successes in class, and plans for the future.

Suggested Additional Readings

Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers, by Joy Kreeft Peyton and Leslee Reed (TESOL, 1990).

Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English, edited by Peyton and Jana Staton (Prentice Hall Regents, 1991).

PEN PALS: Suggested Steps and Tips

1) **Present the idea to the class.** Explain it as a writing practice. Give the ground rules:
   Date letters.
   Don't worry about spelling or grammar.
   Emphasis is on communication, ideas, information.
   Any topic is good: work, family, weather, weekends.
   Use spiral notebooks, file folders, or 2-pocket folders. (Not loose pieces of paper)

2) **Find another teacher** and **match up student pairs.** The best pairs speak different languages (or are at least from different countries), are fairly comparable in age, and have roughly similar writing ability.

3) **Have students write their first entry**, probably a personal ID introduction. Give them 15-45 minutes in class to write (depending on level).

4) Give the journals to the other teacher. **When the responses come back,** have students read and write back. Emphasize it's OK to ask questions; it's a conversation.

5) **Teachers read the journals outside class,** monitor progress, and help students to decipher handwriting or spelling problems. Teachers can help troubleshoot any misunderstandings.

6) **With drop-outs,** try to rematch remaining students. **When absences create letter gaps**, have the remaining student write anyway, gently admonish the missing student!

7) At the end of the term/semester, **hold a mixer** where partners can meet. Prior to the mixer, students can write 4-5 questions based on the information that they have learned about their partner. During the mixer, students from the two classes ask each other the questions until they have found their partner. "What's your name?" is not acceptable.

You could copy the journals and give to both partners; or return letters to respective writers.

Excerpts from Pen Pal Journals
(Two students in the 300 level and 250 level classes)

Date 7/20/94

My name Nicola I am from Sudan I come in United Stat May 94 26 I come to Washington I come USA because I hear that America is country have freedom That why I come for freedom and now I was in a english class and I hope that after next year be in college I like to finish my high school and also to get university I like so much. Miss my family and my country because no freedom all over the world this freedom but can say in africa no freedom People are just killing each others for nothing.

Thank you brothers and sister student

07/21/94

Dear:

Nicola:

My name is Pedro, I'm from El Salvador, I'm happy to be your partner, I come to the U.S. in December 1991, I live with my brothers and one sister a nephew, in Arlington, know I'm working of cook in a restaurant. I make American food, is very easy, my boss are from Pakistan.

Nicola, welcome to America, and do you like this country? Do you work? Who with do live here?

I understand you miss the family, I miss my family to and I stay in U.S. 2 years, I miss my friends, my girl-friend and too many people, Know I came to school because I want learning English, maybe in next year I came back to my country.

Nicola I want tell you only, good luck in America.

You friend

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PROBLEM SOLVING

Levels: 150-550

Purpose:

To practice skills of persuading, compromising, agreeing, and disagreeing.

Steps:

The teacher presents a problem or situation and provides some possible choices or solutions. The students work in small groups to come to consensus about which solutions/choices are the best. Finally, each group must present its decision and reasoning to the whole class.

Example:

Housing: Students are given a visual of a house in disrepair. Tell them that the landlord will only repair three problems this month. Each group must decide which three problems should be corrected first. (Sample problems: broken steps, broken front window, leaking ceiling, broken front door lock, broken toilet, clogged kitchen sink, no bathroom light, broken refrigerator door.)

Variations:

Present problem/situation but offer no choices or solutions.

Applications:

Finding a Job	Hire one person for a particular job, given a job description. Read five resumes and decide which person should get the job.
Food	Open a new international restaurant in town. Decide name, how to decorate, menu items, and prices.
Housing	Use local housing ads to find a house/apartment for a specified family.
On the Job	Present a cultural misunderstanding that might arise between two employees. Decide how to best handle the situation.

PROCESS WRITING: MY KEEPSAKE

(Contributed by Pat Thurston)

Levels: 250-450

Suggested Steps:

Day 1

Teacher brings in a keepsake of his/her own (something personal and of no real value). Students generate questions about the object. Teacher tells the story of the keepsake. Students think of a keepsake of their own (something with a story to tell) and helps those who say they have nothing. Photos, flags, and money are last resorts. Teacher asks them to bring their keepsake to class the next day. (30-45 min.)

Day 2

Students show keepsakes. Students read model (A). Small groups interview each other about keepsakes using questions (B). Students write rough copy. (60+min.)

Day 3

Students peer/self edit. Pairs can use the Reader Response Sheet on the next page. Teacher interviews students with development problems. Students write second copy or final draft.

Day 4

Students publish their final drafts

Model (A)

My Keepsake

My name is Minh Thi. I am from Viet Nam. My keepsake is a button. The button is gold metal. It is a soldier's uniform. Before the U.S., I live 18 months in refugee camp in Thailand. The soldiers have guns. I am not happy.

One day I find this button in the camp. I put in my pocket. In 2 weeks I leave Thailand! I put the button like a necklace and string. It is good luck for me.

When I see this button, I remember the camp. I remember my country. I remember my family in Viet Nam. Sometimes I am sad, but I am happy in the U.S.

Guide Questions (B)

Show your keepsake to the people in your group. Tell about your keepsake. Look at the other keepsakes. Ask about these things. Listen to your classmates.

What is your keepsake?
What is it made of?
What is it for?
Where? How did you get it?
Why is it important to you?
What do you think about when you see it?

Can you think of other questions?

Reader Response Sheet[*]

Readers:____________________

Writer______________ ____________________

Read the whole composition from beginning to end. If you don't understand a word or several words, ask the writer what he/she means. (Writer: pay attention to the words your reader doesn't understand. Maybe you used the wrong word(s). Maybe you misspelled the word.)

Now answer the questions.

1. Is there any part of the composition that you don't understand? UNDERLINE IT AND PUT A ? NEXT TO IT.

2. Does the writer tell you what the keepsake is?______________

3. Does the writer describe the keepsake?______________

4. Does the writer tell you where, when, and how he or she got this keepsake?______________

5. Does the writer tell you why the keepsake is important?______________

6. Does the writer tell what he or she thinks about or remembers when he or she looks at the keepsake?______________

What do you want to know that the writer did not tell you? WRITE 3 QUESTIONS TO THE WRITER TO GET MORE INFORMATION ABOUT THIS KEEPSAKE.

1.______________________________
2.______________________________
3.______________________________

Composition Form:

1. Did the writer begin each sentence with a capital letter and end with a period?______________

2. Does the writing start at the left margin (side) of the paper?______________

3. Do the sentences follow one after the other (not a new line for each sentence)?______________

WHEN YOU FINISH, GIVE THIS SHEET AND THE PAPER BACK TO THE WRITER.

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[*] Adapted from "Using Peer Response with Lower Level Students" by Carol Turkenik, TESOL Baltimore, 1994

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STUDENT WRITINGS

My name is Maria. I'm from El Salvador. I have one son. His name is Ruddy. He is two years old. He is now in El Salvador because I have too many problems. He's born in this country but now he lives with my family.

My keepsake is half of a gold heart. I wear the gold heart around my neck. My baby has the other half around his neck. When I see this heart, I remember everything when my baby was born. I would like my son to keep this present on his neck for all life. My family is in El Salvador. Sometimes I am sad in the U.S.A. because I don't have my baby with me.

****

My name is Bea. I'm from Zaire in Central Africa. My keepsake is a malachite bracelet. Malachite is a stone and the color is green. Here in the U.S., the malachite is very expensive.

My mother gave me my malachite bracelet for my happy birthday. Now it is four years ago, and my mother said, "Keep this for you and your children sometime. Do not come back here again. "When I see these bracelets, I remember my mother, I remember my country, I remember my family in Zaire.

****

Hi! My name is Alvaro. I am from Mexico City. My keepsake is a little statue of a Mexican man who is wearing white shirt, white pants, sandals, serape, and a big sombrero. It's of plastic. Some people use it to hang in the car. My Uncle Pedro gave it to me and he told me, "Don't forget your family in Zaire.

I came to the U.S.A. in December of 1991. Two months before I went to Puebla. I visited my grandfather and my grandmother. My grandfather's name is Ramen. My grandmother's name is Guadalupe. They are living in a small town. Their clothes and culture are different.

Thirty-six years ago my grandfather wore those clothes. When I told them I was thinking to travel to the U.S.A. they told me OK but don't forget your country and your culture. I hope to bring to this country my wife and two sons, and I need to show them how my grandfather used to wear his clothes.

****

My name is Lai-Ho. I am from Viet Nam. My keepsake is the aluminum comb. I was in re-education camp for five years and seven months by Viet Nam Communists. I made aluminum comb in Tan-Hiep camp, August 18, 1977, when I have free time.

I made the aluminum comb as a souvenir for my wife and daughter. I used a knife. I engraved rose flowers, lotus flowers, and leaves. I engraved my name and my wife's name and the date on the comb. I polished it with sandpaper. The aluminum comb was very important for me, because I made it by my hands in the camp. When I see the aluminum comb, I remember being in the camp, five years and seven months.

I was scared. I was not happy. I wanted come back to my home. I was very very remembering my family. I went out of the camp in 1981. I and my family left Viet Nam on October 7, 1991. I came together with my family in the U.S. October 12, 1991. I was very very happy. I received the U.S. This place is my second country.

ROLE PLAYS

Purpose:

To practice speaking and listening skills within real contexts. Encourages spontaneous speech. Gets teacher out of center.

Directions:

Have students work in pairs. Each student has a role and cue of what to say. Students carry on their conversations in their own words using the ideas on their cue cards.

Example:

Telephone: taking and leaving messages.

Call and leave a message for friend to call back.	You don't understand English very well. Ask caller to speak slowly and repeat twice.

Variations:

1. No cue given.
2. Cue cards can have visuals to stimulate a dialog/situation the students have practiced (e.g., an accident picture to role play a 911 emergency call).

Application:

Consumerism:	Clerk: You don't want to accept return.	Customer: Ask to return clothing and give reason.
Health:	Patient: Request a doctor's appointment for a checkup.	Receptionist: Offer several different appointment times/dates.
Housing:	Tenant: You need something repaired.	Manager: You can't do any work until next week.
Finding a Job:	Friend Working: Tell your unemployed friend about a job opening where you work.	Friend Unemployed: You don't want to work in the same place as your friend. Give other preferences for the jobs.

SELF-ACCESS

(Contributed by Lynda Terrill)

When adult learners are offered a wide array of choices in context, modality, and complexity, they can control their classroom and feel comfortable and competent. Students can learn specific content and language skills at the same time. Civics is a useful topic for self-access because it gives "real-life" importance to the work, and it provides a ballpark for students to play in. Later, students expand to reading, grammar, conversation, or whatever they choose.

Materials can range on a continuum from very easy--drawing and coloring, stencils and stamps, collages, simple tasks (such as drawing the flag or map of a country)--to more complex and academic tasks like reading, writing and answering questions which require interpretation. Magazines, cue cards, realia from the community, and other materials that the teacher may have on hand easily convert to self-access materials. Many activities that students have tried in the cooperative classroom translate to self-access work: conversation grids, information gaps, and jigsaw reading can work. Technology, such as language masters, audio cassettes, video cassettes, and computers can be used and controlled by students. A single language master machine or even an old telephone can take the focus off the teacher and open new possibilities of learning and power for the students.

While the underlying philosophy of self-access is simple (give them stuff and let them learn) and students are enthusiastic, there are challenges for everyone. At first, some students resist deviation from traditional classroom settings and techniques. If the class is learner-centered from the start, students understand that they can be active and powerful participants in their own learning. For those students who do not feel comfortable choosing their own work, other portions of the class satisfy desires for more traditional learning.

Teacher preparation time is extensive even for limited self-access in the class. Gathering books, puzzles, atlases, maps, art supplies, and games takes a long time and some money. Setting up a classroom which is comfortable and encouraging to students takes time, as does keeping materials in order. For teachers who move from class, organizing will take considerable time, but the self-access materials can be portable.

With self-access materials, students choose their own goals as well as their own activities. Students share triumphs and applaud excellent work. Having given the students the choice of what and how to learn, teachers should also give them choices in evaluation. Simple evaluation forms can give students a chance to comment on their own work and on the self-access project.

Adults learn in many ways. Using self-access materials where students learn content, language, and how to choose intensifies the learning process, fosters self-esteem and helps students learn to make decisions in all facets of their lives.

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SIMULATIONS

Purpose:

To prepare students for real-life tasks by contextualizing language.

Directions:

Set up the room with enough props/visuals so that the students understand the setting and situation. Assign different roles to be played in the simulation. Students can be involved in determining the setting and roles as well as in preparing the necessary props.

Example:

Money/Banking: Set up a bank with customers and tellers. Customers ask to cash checks. Tellers require identification and ask customers to endorse checks. Teller gives the correct amount.

Applications:

Health	Clinic: receptionists, nurse, doctor, patients.
Community	Post Office: postal clerks and customers.
Food	Restaurant: host/ess, waiter/ess, busperson, cashier, cook, customer.
On the Job	Work Setting: supervisor explains tasks to employees.
Consumerism	Department Store: clerks and customers exchanging items.
Personal ID	Party: hosts and guests.

TOTAL PHYSICAL RESPONSE

Levels: 100-150

Purpose:

To introduce new vocabulary and grammatical structures within the context of a task/process. Reinforces listening skills as students observe the task being performed.

Steps:

Select a task/process that can be easily demonstrated with gestures, visuals, and/or props. First, the teacher goes through the process, stating the steps as they are performed. Once the students understand the process, the entire class performs the task as the teacher directs. Finally, the students can give the directions to partners.

Examples:

Community Services (Post Office)

1. Fold the letter.
2. Get an envelope and stamp.
3. Put your letter inside the envelope and seal it.
4. Write your name and address in the upper left corner.
5. Write your friend's name and address in the middle.
6. Don't forget the zip code!
7. Lick the stamp and put it in the upper right corner.
8. Go to the mailbox and drop your letter inside.

Variations:

1. Students can write their own processes.
2. Follow-up can take the form of questions about the process.

Applications:

Health	Taking medicine.
Housing	Performing a household chore/repair.
Finding a Job	Completing an application.
Food	Preparing food with a recipe.
Telephone	Using a public phone.

NEEDS ASSESSMENT APPENDICES

- BACKGROUND INFORMATION
- TOOLS CHART
- SAMPLES
  - Information Grid
  - Mind Mapping
  - Learner Generated Questionnaires
  - Written Questionnaires
  - Picture Questionnaires
  - Timelines
  - Achievement Charts
  - Compositions
  - Individualized Education Plan

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LEARNER NEEDS ASSESSMENT

Assessing the needs, interests, and goals of learners is an integral part of the REEP Curriculum (3rd edition) and is important in achieving the program's goal of creating "learner-centered" classrooms. Effective needs assessment is vital because adult ESL learners who feel they are not learning what they need to know in English class are more likely to drop-out than to express their discontent. Eliciting need assessment information from Limited English Proficient (LEP) adults and applying that information to course planning presents a challenge. Traditional questionnaires written in English may not be appropriate or effective for all learners, particularly those with limited literacy skills. In addition, the concept of participating in instructional goal-setting can be strange to adults from other cultural backgrounds where learners expect the teacher to set the course objectives.

Needs assessment begins with placement testing to assign learners to an appropriate level. However, within a particular level, the range of skills, interests, and goals within a class may vary widely from individual to individual and from group to group. The teacher, the individual learners, and the class as a whole need to be aware of these differences so that the course can be adapted to the particular group of individuals.

In the classroom, needs assessment provides an awareness of the learners' educational needs and goals as well as an idea of what skills they have already mastered. The process introduces students to the concept of setting goals for themselves and participating in course goal-setting.

Characteristics of Effective Needs Assessment Activities

- Appropriate for a particular group of students. For example, if reading and understanding the language of a written questionnaire is very time-consuming or impossible for learners, then another type of assessment tool should be chosen.

- Serve a learning purpose as well as an information gathering purpose. It is important that neither teacher nor learners perceive needs assessment as a waste of learning time. Effective activities can be incorporated into the class orientation or integrated into lessons. Learners should be actively practicing and using the target language while collecting and analyzing data.

- Practical in terms of time required and usefulness of the information collected. Many activities do not require a great deal of preparation or processing time.

- Processed with the group so that both teacher and learners become aware of the expectations of others in the class. When there are differences in expressed needs and goals, then negotiation and compromise must occur.

For learners to understand the purpose and value of needs assessment, the information gathered must be applied in obvious ways during the course so that learners feel that their needs are being met. Adults who feel that what they are learning is vital are more likely to complete a course and continue to seek future educational opportunities.

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NEEDS ASSESSMENT TOOLS CHART

This tools chart provides suggested activities for needs assessment. The activities are divided into different types of tools, e.g. those which require written; those which can be done orally. Samples of many of these tools can be found in the appendices.

In the first column of the tools chart, the tools are listed. The logistics column provides suggested steps in implementing the activity. The purpose column provides information on what point in the course of instruction the tool would be most effective. The analysis column provides suggestions for calculating the results, in most cases with the learner's input. The level column suggests the levels that the tool would be most appropriate for. To facilitate your search for appropriate tools, the tools are listed by level below.

LEVEL	SUGGESTED TOOLS
100	Information grids, learner-generated lists, mind-mapping, cut-out illustrations, pictorial questionnaires, topic selection tools, pictorial timelines, learner generated questionnaire.
150	Information grids, learner-generated lists, mind-mapping, cut-out illustrations, written questionnaires, topic selection tools, written timelines, reading/writing samples, learner generated questionnaire.
200 & 250	See tools suggested for **150** (except cut-out illustrations and pictorial timelines).
300 - 550	Information grids, learner-generated lists, mind-mapping, written questionnaires, topic selection tools, timelines, class bulletin boards, diary charts, reading/writing samples, dialogue journals.
550	Individualized Education Plan.
*	Sample tool included following the tools chart.

NEEDS ASSESSMENT TOOLS CHART

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Information Grid *	Learners interview each other to complete the grid.	**Initial, pre-topic, mid-course, and final information** about the learners and their experiences, needs, and preferences.	Results can be tabulated orally or on a master grid on an overhead or blackboard.	**100-550**
	Topics and headings for grids are generated by the teacher and/or the learners.	Grids can be adapted for various levels by controlling language or using pictures for low literacy learners.	If appropriate to the grid, the group prioritizes skills and topics to be covered.	
Topic Selection	Learners are given a list or a collection of visuals indicating skills, topics, or subtopics either specified by a curriculum or developed by brainstorming.	**Initial, mid-course, or pre-topic** information about learners' highest priority needs with regard to competencies, skills, and topics.	Teacher and class become aware of high priority needs. Together they negotiate the selection and ordering of the course content.	**100-550**
1. Priority Cards	1. Individuals or small groups create cards, each containing one skill or topic. The cards are placed in order according to importance.		1. Individuals or small groups report their top priorities and the class reaches a consensus.	
2. Vote with Your Feet	2. Names or pictures of skills or topics are posted around the classroom, and individuals move to stand near the most important choice. Several rounds of voting may occur.		2. At each round of voting, teacher counts learners who chose a particular skill or topic. A class consensus is reached.	

NEEDS ASSESSMENT TOOLS CHART

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Brainstorming 1. Learner-generated list	1. Small or whole groups generate lists of how they use skills, eg. Where do you speak/write English?	1. **Initial and on-going** information about how learners use basic skills.	1. The list may be used to create a questionnaire that individuals complete. The questionnaires can be tallied orally as a group. Identified needs can be prioritized.	**100-550**
2. Mind Mapping	2. Beginning with a topical question at the center of a diagram, class brainstorms answers. Responses and more detailed examples are added to the diagram and drawn as branches from the center.	2. **Initial and pre-topic** information about how learners use basic skills and life skills in a variety of settings and how they would like to be able to use skills.	2. A count is taken of how many learners agree with each branch (i.e. need). Identified needs can be prioritized as a group.	**100-550**
3. Cut-out Illustrations	3. Learners cut pictures from magazine of things they would like to be able to do with English.	3. **Initial and mid-course** information about how learners use or want to be able to use English.	3. Individuals show and explain pictures to the group. Teacher keeps a tally of expressed need.	**100, 150**
Learner Generated Questionnaire *	As a whole group, and/or in small groups, learners brainstorm items for questionnaire. Then, learners complete questionnaire individually.	**Initial, pre-topic** information about how learners use language and would like to be able to use language.	Results can be tabulated orally or by small groups. Based on results, the group prioritizes skills and topics to be covered.	**150-550**
Written Questionnaires 1. Inventory: list of how skills. 2. Checklist: list of topics and skills.	1. & 2. Tools can be generated by teachers or by the learners in a group brainstorming session. Learners complete the surveys individually.	1. **Initial, pre-topic, on-going, and final** assessment of needs and preferences related to language skill, life skill, and topics.	1. Results can be tabulated orally as a group on an overhead or the blackboard. The group discusses the results and prioritizes skills and/or topics to be covered.	**150-550**

NEEDS ASSESSMENT TOOLS CHART

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Written Questionnaires (cont)				
3. Scale (rating/frequency): ranking of the importance of skills, topics, or language and literacy uses.	3. Teacher provides the content for the scale. Learners individually rank items or indicate frequency of use.			150-550
4. Progress Report: list of competencies and/or skill areas to be covered.	4. Learners individually check off areas of need/interest on the class progress report.	**Note:** Written Questionnaires can also be used for self-assessment.		
Pictorial Questionnaire *	Teacher provides the pictorial worksheets. Learners mark the appropriate pictures.	**Initial and mid-course** information about places learners want to be able to use English.	The class will then tally the questionnaire together.	100
Timelines	Learners make timelines which indicate major events in their lives (past and present). They also indicate future goals.	**Initial** information about learners' lives (past and present) and their goals for the future. As a **final** evaluation, learners indicate progress toward the achievement of their goals.	Information can be used to tailor the class toward helping learners achieve their future goals. Teacher becomes more aware of learners' backgrounds. Class discussion should focus on the learners' goals and how the class can help them attain their goals.	
1. Written Timeline *	1. They include the year and a sentence or two for each event.	**Note:** Timelines can also be used for self-assessment.		150-550
2. Pictorial Timeline	2. They draw images to reflect major events in their lives.			100, 150

NEEDS ASSESSMENT TOOLS CHART

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Achievement Charts		Appropriate for classroom as well as individualized instruction, such as in a Learning Center.	Teacher reads what learners have written and adapts course objectives, as appropriate.	300-550
1. Class Bulletin Board * What do you want to learn? What have you learned in class?	1. Set up a bulletin board with columns across; one for each question. Learners update what they have learned on a weekly basis. eg. weekly.	1. **Initial** information about previous learning and learning goals. **On-going** information about learners' self-evaluation of accomplishments.	1. Learners read and share their goals and successes.	
2. Individual Diary Chart This week I used English: Where? With whom? This week I wanted to use English: Where? With whom?	2. Learners complete chart on a regular basis, eg. weekly.	2. **On-going** information about achievements as well as lifeskill and basic skill needs. Note: Diary charts can also be used for self-assessment.		
Reading Self Selection of reading by topic/level	Teachers provide a variety of reading materials at different levels. The learners select the level and topic that they would like to read.	**On-going** information about topics of interest as well as reading level that the learner feels comfortable with.	Teachers can select materials that reflect the levels and interests of individual learners and/or the class.	150-550

NEEDS ASSESSMENT TOOLS CHART

TOOL	LOGISTICS	PURPOSE	ANALYSIS	LEVEL
Composition *	Learners read samples [written by other learners which describe their experiences learning English and their needs and/or progress toward goals]. Then they answer questions about the reading and write a similar composition.	**Initial, on-going and final** information about level of comprehension and ability to write following a model; information about learner goals, expectations, and self-analysis of progress.	Class considers other learners' experiences and can compare to their own. Teacher can tailor the class to specific needs/goals.	**300-550**
Dialogue Journals	Teachers and learners correspond on a regular basis via a written journal. Teacher can ask learners to respond to specific questions in their journals, eg. What would you like to learn in this class? What did you like best about class this week? What do you still need to learn? The activity can be adapted to varying levels by controlling the language of the questions and of the responses expected.	**Initial, on-going, final** information about learners' learning needs and preferences.	Teachers can respond to individual learners about their needs, goals, and preferences and adapt the course, as appropriate.	**300-550**
Individualized Education Plan *	Learners complete an individual education plan, including occupation and education information as well as short and long-term goals.	**Initial for goal setting: final** for checking progress made toward goals.	Information can be used to tailor instruction toward helping learners achieve their goals.	**550**

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INFORMATION GRIDS

Information grids can be used at all levels as teaching, evaluation and needs assessment activities. They can be used with a variety of topics and can be created by the teacher and/or the learners. The following are needs assessment examples.

1. INITIAL ASSESSMENT

A. Getting to know the learners

Name	Native Country	Studied in High School	Studied English Before	Came to U.S.

Instructional implications: Learning styles, classroom experience, literacy level, mastery of basic survival skills.

B. Survival Skills Assessment: (Do you _______?)

Have a Bank Account	Have a Driver's License	Have a Job	Use Public Transportation (What Kind?)	Have Health Insurance

Instructional implications: Mastery of Survival Skills

2. PRE-TOPIC ASSESSMENT: Shopping

Where do you shop for food?	Do you buy food on sale?	How do you find out about sales?	Do you use food coupons?	Do you speak English at the supermarket?

Instructional implications: Mastery of Consumer Strategies

3. MID-COURSE/FINAL EVALUATION: Likes and Dislikes

	Textbook	Small Group Work	Roleplays	Civics
Like				
Dislike				

Instructional implications: Students' perception of instructional activities, learning styles

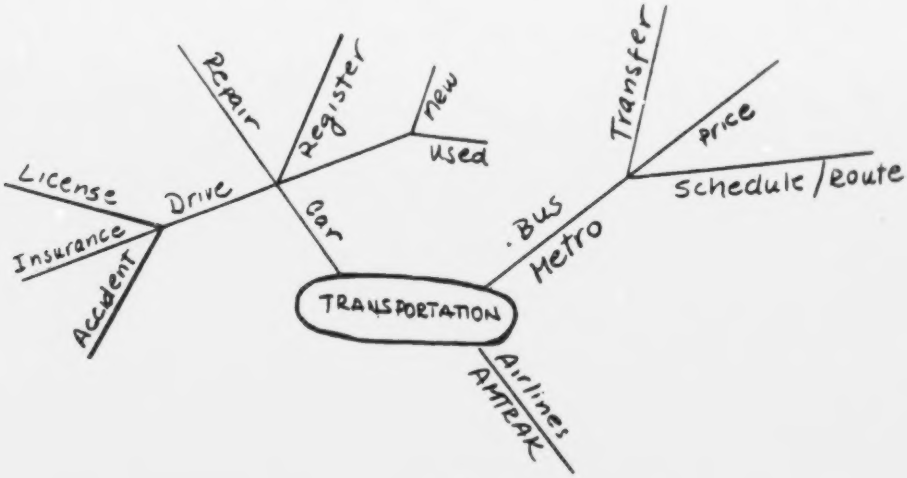
Suggested Instructional Steps: (Depending on the learners' level:)
- Practice/teach the questions that learners will need to ask. The boxes can contain complete questions or cue phrases.
- After doing an example using yourself or a learner, learners interview each other and record answers.
- Depending on the class size, results can be tabulated on a master grid on the blackboard or tallied orally.
- Follow-up: Depending on the learners' level, processing questions of varying difficulty can be asked.

MIND MAPPING

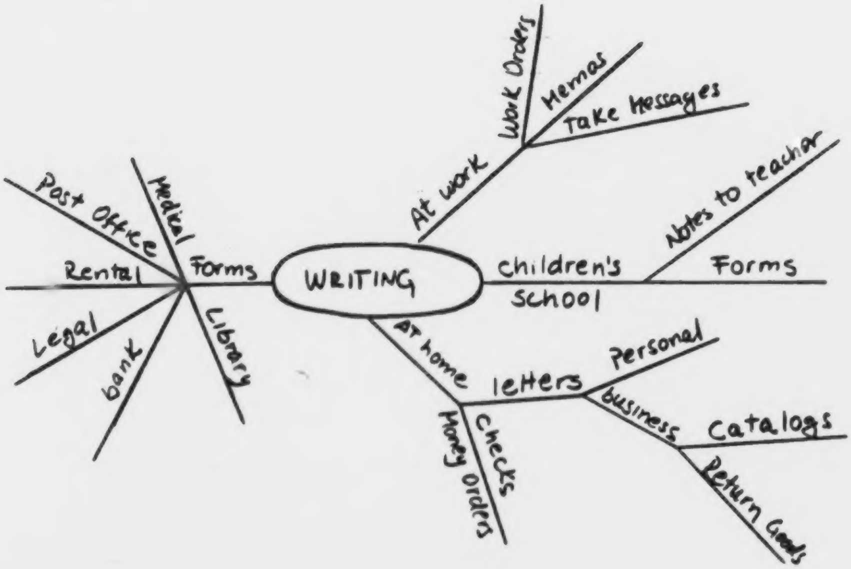
Mind mapping is a very versatile needs assessment tool. It can be used with beginning, intermediate, advanced, and mult-level classes and at various points throughout the instructional cycle.

Suggested Instructional Steps: Begin brainstorming with one question depicted at the center of a diagram. Learners' responses to central question and more detailed examples are added to the diagram as branches emerging from the center. To finish, a count is taken of those who agree with each response, and the tally is written on the branch. Instructional implications are discussed as a group.

EXAMPLE 1: TOPICAL


TRANSPORTATION
Car
Drive
License
Insurance
Accident
Repair
Register
new
Used
Bus
Metro
Transfer
price
Schedule / Route
Airlines
AMTRAK

EXAMPLE 2: SKILL


WRITING
Forms
Post Office
Medical
Rental
Legal
bank
Library
At work
Work Orders
Memos
Take Messages
Children's School
Notes to teacher
Forms
At home
letters
Personal
business
Catalogs
Return Goods
Checks
Money Orders

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LEARNER GENERATED QUESTIONNAIRES

(Contributed by Suzanne Grant)

Learner-generated questionnaires have two basic advantages over pre-prepared questionnaires. First, the areas of response are not pre-determined but are generated by the learners. Second, comprehension of the language of the questionnaire is not a problem because the learners themselves generate the language.

EXAMPLE 1: Suggested steps for determine students' reading needs

As a whole group, brainstorm places that students need to read (eg. home, shopping, work, job search, etc). Mindmapping is a good brainstorming technique (see previous sample). Brainstorm one place together to determine what students need to read (bills, notes, etc). Write identified places on tear sheets and post them around the room. Students go to the one that they want to discuss in small groups. In small groups, students brainstorm a list of things that they need to be able to read. One student records. Groups share their answers with the class. Answers are written on the overhead. Students complete the questionnaire individually. The overhead can be xeroxed for each student, or students can copy from the overhead onto their questionnaire to complete the questionnaire. Class tallies the results with oral hand count and discusses how the results will be used. Process can be repeated to determine listening, speaking, and writing needs as well as topic area needs.

THINGS I NEED TO READ: (Low intermediate level class: sample responses for things to read at home and class tally)	**Can Do**	**Want to Learn**	**Not Important**
Newspapers	4	14	1
Letters	6	7	2
Bills	12	2	2
Telephone book	7	7	2
Dictionary	12	4	

EXAMPLE 2: Suggested Steps for determining where students need to use English

As a whole group, brainstorm places where students need to use English. Students write places on their questionnaire and then check the language skill areas that they need at the identified places. Classes tallies with oral hand count and discusses classroom implications of the results.

WHERE I USE ENGLISH (Responses from a high beginning class)	**SPEAKING**	**LISTENING**	**READING**	**WRITING**
in class	√	√	√	√
in the street	√		√	
at work	√	√		

WRITTEN QUESTIONNAIRE: FREQUENCY SCALE

(Contributed by Donna Moss)

	Never	Sometimes	Usually	Alway
I study English at home.				X
I use English at work.	X			
Speaking is easy.		X		
Listening is easy.		X		
Reading is easy.		X		
Writing is easy.		X		
I like to work in small groups.		X		
I like to work alone.		X		

WRITTEN QUESTIONNAIRE: RATING SCALE

(Contributed by Donna Moss)

Learning new vocabulary	Understanding grammar	Listening	Speaking	Reading	Writing
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Instructiions: Please circle the number.

1= It's easy . I do this very well.

2= I'm good at this, but I'd like to do it better.

3= I'm OK, but I need more practice.

4= It's difficult, and I need more work.

5= I can't do this well.

WRITTEN QUESTIONNAIRE: ☻ WELCOME TO 550 ☻

NAME:____________________________________ DATE:_______________

1. Why are you studying English? Please be specific with your language learning goals and examples of situations which are difficult for you now.

2. Will you continue to study after you finish this program? Where?

3. When people speak English to you, how much do you understand?

_____ 100% _____ 80% _____ 65% _____ 50% _____ less than 50%

4. When you speak English, how much do people understand you?

_____ 100% _____ 80% _____ 65% _____ 50% _____ less than 50%

5. When you watch TV, how much do you understand?

_____ everything _____ most _____ some _____ a little _____ very little

6. Please **RANK ORDER** the skills that you need from 1 TO 6 **(1= MOST IMPORTANT; 6= LEAST IMPORTANT.) Please use each number only once.**

____ Reading

____ Writing

____ Listening

____ Speaking

____ Vocabulary

____ Pronunciation

____ Grammar

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WRITTEN QUESTIONNAIRE: 550

7. The following are units in the 550 curriculum. Order the units that you would like to work on **(1= MOST IMPORTANT; 10= LEAST IMPORTANT.)**

_____ **FUTURE PLANNING:**Investigating and deciding on a career and/or educational path or plan for the future.

_____ **TEST TAKING:** Developing effective strategies for taking objective and essay tests.

_____ **ESSAY WRITING:** Writing essays using a variety of organization patterns.

_____ **READING STRATEGIES:** Reading non-simplified material: Fiction, non-fiction, academic.

_____ **NOTE - TAKING SKILLS:** Taking effective notes from lectures and written material.

_____ **REFERENCE MATERIALS:** Using dictionaries, textbooks, libraries.

_____ **STUDY SKILLS:** Developing strategies for effective study.

_____ **ORAL PRESENTATIONS:** Researching, organizing, and giving oral presentations.

8. The 550 units that the class chooses can be studied within topic areas of interest. Which topics are you interested in? Please put yes or no in the blank for each topic. Please add other topics you are interested in.

_____ Culture

_____ US Education System

_____ Technology

_____ Rights + Responsibilities of US residents

_____ Politics

_____ Business

_____ Social Issues + Services

_____ Other

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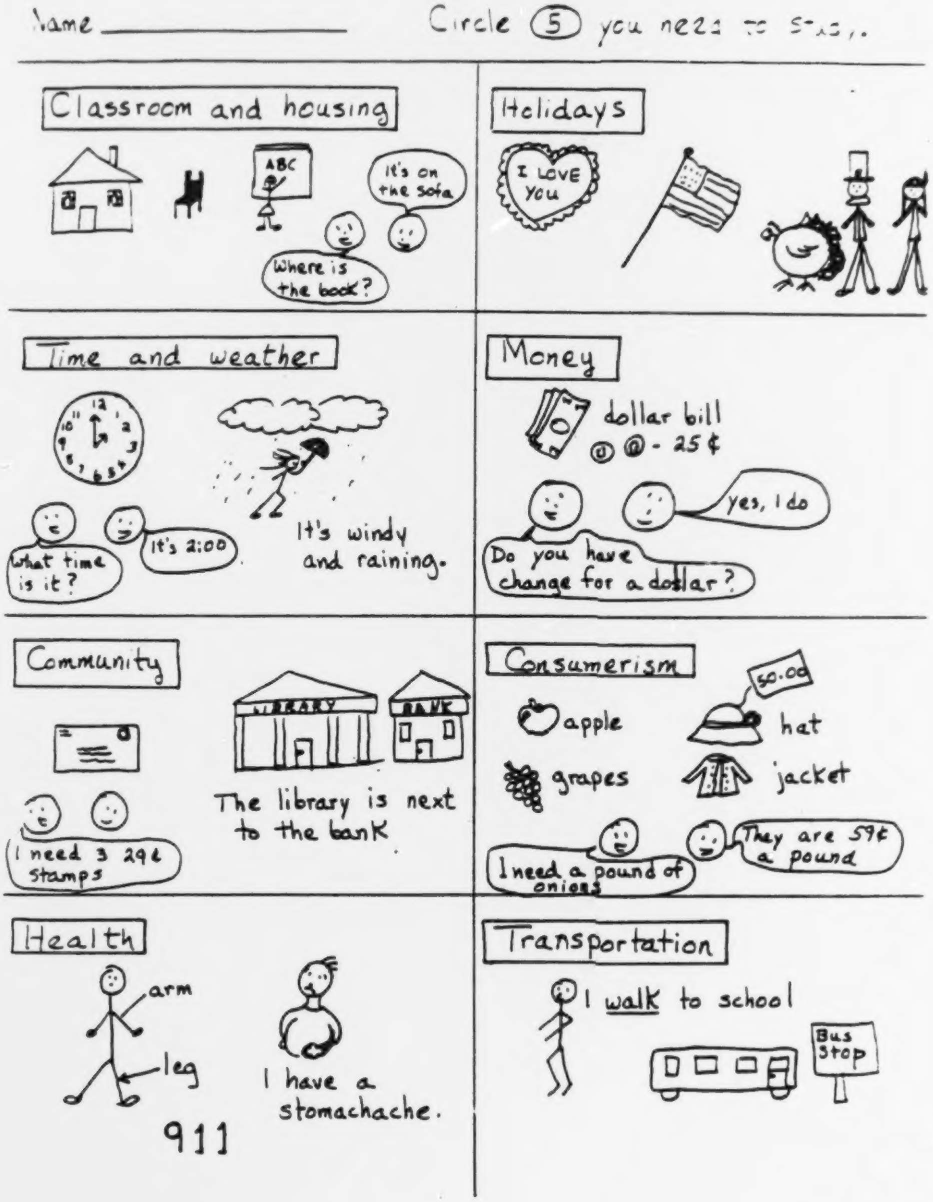
PICTURE QUESTIONNAIRES[1]

Picture Questionnaires assist low level learners in prioritizing the places where they want to be able to use English.

Suggested Instructional Steps: Using a visual of a fictious person, discuss the places where this person needs to use English. As a group, complete a questionnaire for the person. Have students complete the questionnaire individually, indicated X number of places where they need to use English. To process, the class does an oral tally and discusses instructional implications.


Name ____________
Circle ⑤ you need to study.
Classroom and housing
ABC
It's on the sofa
Where is the book?
Holidays
I LOVE YOU
Time and weather
It's 2:00
What time is it?
It's windy and raining.
Money
dollar bill
ⓓ ⓐ - 25¢
yes, I do
Do you have change for a dollar?
Community
LIBRARY
BANK
I need 3 29¢ stamps
The library is next to the bank
Consumerism
50.00
apple
hat
grapes
jacket
I need a pound of onions
They are 59¢ a pound
Health
arm
leg
911
I have a stomachache.
Transportation
I walk to school
Bus Stop

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[1] Adapted by Donna Moss from Santopietro, Kathleen. 1992. "Needs Assessment: A Condition of Learning." Vancouver, B.C. 26th Annual TESOL Convention.

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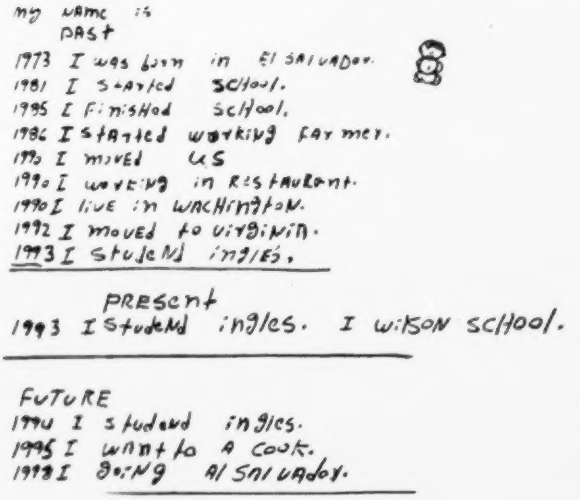
TIMELINES[2]

Timelines assist learners in setting goals and applying the concept of linear time.

Suggested Procedures: Review time concepts (day, date, year, past, present, future). Introduce purpose of timelines. Provide model timeline(s) and check comprehension. Cut model into strips and have small groups put the strips in order. Elicit another model timeline from students (eg. teacher's timeline). Have students draw their own timelines. Discuss why information is important for instructional planning.

SAMPLE FROM LEVEL 100

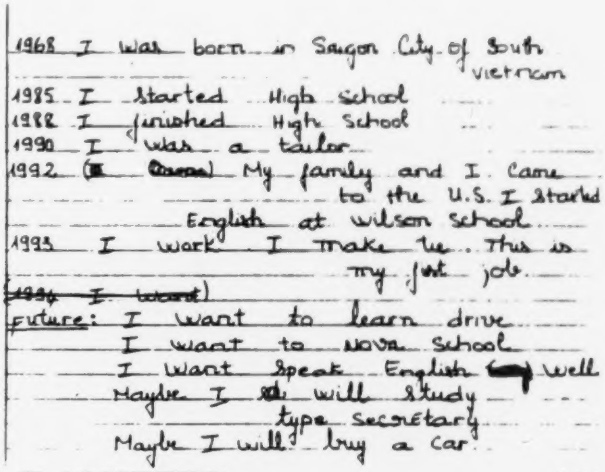


my name is
PAST
1973 I was born in El SALVADOR.
1981 I started school.
1995 I Finished school.
1986 I started working farmer.
1990 I moved US
1990 I working in Restaurant.
1990 I live in WACHINGTON.
1992 I moved to virginia.
1993 I studend ingles.

PRESENT
1993 I studend ingles. I wilson school.

FUTURE
1994 I studend ingles.
1995 I want to a cook.
1998 I going Al Salvador.

SAMPLE FROM LEVEL 300



1968 I was born in Saigon City of South vietnam
1985 I Started High School
1988 I finished High School
1990 I was a tailor
1992 ([illegible]) My family and I Came to the U.S. I Started English at wilson school
1993 I work I make tie. This is my first job.
~~(1994 I want)~~
Future: I want to learn drive
I want to NOVA School
I Want Speak English [illegible] well
Maybe I ~~st~~ will Study type secretary
Maybe I will buy a car

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[2] Adapted from Santopietro, Kathleen. 1992. "Needs Assessment: A Condition of Learning." Vancouver, BC: 26th Annual TESOL Convention.

ACHIEVEMENT CHARTS

Achievement charts are a self-assessment as well as instructional needs assessment tools. Learners indicate achievements as well as learning goals on a on-going basis.

Suggested Instructional Steps: See Needs Assessment Tools Chart

EXAMPLE 1: ON-GOING CLASS BULLETIN BOARD

WEEK OF:		
NAME	What do you want to learn in class?	What have you learned in class?

EXAMPLE 2: TOPIC SPECIFIC BULLETIN BOARD (JOBS)

WEEK OF:		
NAME	What do you want to learn about working in the US?	What have you learned about working in the US?

EXAMPLE 3: INDIVIDUAL DIARY CHARTS (Contributed by Betsy Bailey)

I USED ENGLISH YESTERDAY.		
WHERE	WITH WHOM	WHAT ABOUT
I WANTED TO USE ENGLISH BUT COULDN'T.		
WHERE	WITH WHOM	WHAT ABOUT

COMPOSITION

LEVELS: 300-550

Suggested Instructional Steps: Learners read samples written by other learners. Then they answer questions and write a similar composition about their experiences learning English and their needs and/or progress toward goals.

Example 1: Initial (Feliciano's Story)

When I came to the U.S.A., it was so difficult for me because I did not even know a word of English. When I decided to come to school, my dream was to learn how to read in English. I expected to learn how to speak more clear and perfect.

Before I came to class, I could not read in English. But now I'm able to read many things. Conversation and writing is the biggest problem that I have and that I still need to fix.

1. What did Feliciano want to learn in English class?
2. What does Feliciano still need to learn?
3. Write a story about YOU. Tell what was difficult for you about English. What do you still need to learn?

Example 2: Final (Omar's Story)

Actually, in my country, Columbia, I used to read and translate from English into Spanish. But, I was not able to communicate in English. When I came to the U.S.A., I had only a little knowledge of English so that it did not help me too much. In fact, whenever I tried to communicate with Americans, I got stuck. It was not easy because I could not either understand or speak. What made me come to the U.S.A. and learn English was basically professional purposes.

So far, I have taken three courses at Wilson School and I have learned a lot of things during these courses. I have improved my listening, speaking and writing. I think Wilson School has a wonderful learning center and also great teachers.

I'd like to make some suggestions. I think REEP should try to teach more grammar. Besides that, I think the program should be focussed on more academic English instead of Survival English.

I think all the students should take tests all the time in order to follow the students' improvements.

1. Why did Omar need to study English?
2. What has Omar learned at Wilson School?
3. What does Omar think the school should focus on?
4. Write a story about YOU. Tell why you need to study English. What do you think about the program at Wilson School?

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INDIVIDUALIZED EDUCATION PLAN (IEP)

NAME: ____________________ DATE: ____________

TEACHER: ____________________

I. OCCUPATIONAL INFORMATION:

Occupation in native country: ____________________

Occupation in the US: ____________ Do you work full or part-time? ____________

Job Training: (When/where/what kind ____________________)

II. EDUCATIONAL INFORMATION:

Years of education in native country: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

High School Diploma: Yes No
University Diploma: Yes No (Major: ____________________)

Education in the United States:

_____ English (When/Where ____________________)

_____ High School (When/Where ____________________)

_____ Other (When/Where ____________________)

III. COURSE GOAL:

Why are you studying English? **(Please be specific.)** Do you want to continue studying English after you finish this class? ___ Where? _________	**Date/Teachers Comment:**	**Date/Teachers Comment:**

IV. LONG-TERM EDUCATION GOALS:

______ not sure ______ university degree (Major: ______________________________) ______ associate's degree ______ bachelor's degree ______ other: ____________ ______ vocational or professional license/certification (Major: ________________) ______ GED or High School completion ______ other: ________________	**Date/Teachers Comment:**	**Date/Teachers Comment:**

V. LONG-TERM EMPLOYMENT GOALS:

______ obtain employment (job desired: ______________________________) ______ get a better job (job desired: ______________________________) ______ get a promotion and/or a raise ______ other: ________________	**Date/Teachers Comment:**	**Date/Teachers Comment:**

LEARNER EVALUATION APPENDIX:

ASSESSING ORAL PERFORMANCE OBJECTIVES

- Learner Evaluation Tools Chart
- Feedback Form
- Notes for an Evaluation Activity

EVALUATION TOOLS CHART

This tools chart provides suggested activities for evaluating individual learner achievement of oral performance objectives. All of the activities are teaching activities as well as/and should not be used for evaluation until learners are familiar with the technique. Most of the activities can be adapted for use at any level and with multi-level classes. These techniques are particularly effective in large classes where evaluation of individual achievement is challenging.

The tools are listed in the first column of the tools chart. Samples of the starred (*) tools can be found in the learner needs assessment appendices or the techniques/or plans appendices. The technique column describes the technique. The logistics column describes how to set up the activity as an evaluation activity. The example column provides suggestions on appropriate lifeskills contexts.

EVALUATION TOOLS CHART

TOOL	TECHNIQUE	LOGISTICS	EXAMPLES
ROLE PLAY *	In an unrehearsed situation, learners take roles and perform them using practiced language.	Several learners may be given roles in the situation if all roles have been practiced. Students not involved in the role play can complete a checklist analyzing their classmates' performances. Students can generate the checklist themselves. Several pairs can perform simultaneously. Teacher circulates, observes, and evaluates individual learners.	* telephone conversations * ask/answer questions about a housing ad * job interview * small talk
SIMULATION *	A role play in which the classroom set-up replicates a specific location.	See role play.	* grocery store aisles * lost and found * post office
INFORMATION GAP *	Each learner is given different information and must communicate with others to get all necessary information in order to complete a task.	Teacher observes individual pairs while the whole group moves through the activity. Students may be seated back to back or with a manila folder placed between them so that they can not see each others information.	* maps * schedules * floor plans (house, store)

EVALUATION TOOLS CHART

TOOL	TECHNIQUE	LOGISTICS	EXAMPLES
LINE DIALOGUE*	Two lines face each other. In one line, each person stays stationary with a cue card and asks an appropriate question. In the other line, each person responds and then moves on.	Teacher stands at one end of the lineup and observes individual pairs while the whole group moves through the activity. One line could also be seated while second line rotates, eg. telephones.	* prices * health/housing problems * returning merchandise * personal ID
LEARNER TO LEARNER INTERVIEWS *	Learners ask each other questions necessary to fill out a form, information grid, or questionnaire. Appropriate when students have practiced both asking and answering questions.	Many interviews can happen simultaneously while the teacher observes different pairs. Teacher may take one of the roles and circulate along with the students.	* personal identification * occupations * likes/dislikes * opinions
CONTACT ASSIGNMENT	Learners are given an assignment to accomplish outside of classroom/school environment. Learners must show proof of accomplishment.	Activity needs to be carefully structured so that it is clear who has/has not accomplished the task.	* leave a message * buy a fare card/token * call a recorded message to obtain information * obtain a library card
DEMONSTRATED PERFORMANCE*	Learners perform tasks according to directions. Tasks are not context-dependent. Total Physical Response (TPR) tests receptive skills.	Learners may be organized into small groups or teams with one person performing at a time. In practice rounds, team members act as coaches. In final rounds, no assistance is allowed.	* follow instructions from doctor/supervisor * produce correct change * take a telephone message
APPROPRIATE RESPONSE	Given short situations or social formulae, learners produce appropriate responses.	The same situations may be given to several learners and each must produce plausible response. All learners may be asked to stand and once they have given an appropriate response, they may sit down.	* You are leaving class early -What do you say? * Your co-worker looks sick -What do you say?

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FEEDBACK FORM: EVALUATING ORAL LIFE SKILLS

This form can be used as a self-assessment tool when planning evaluation activities and assessing the effectiveness of an activity. Answer each question, indicating how this was achieved or citing examples.

1. Was the evaluation activity appropriate for a CBE/ESL classroom? ___ simulated a real life task ___ acceptable to learners ___ appropriate level of difficulty for learners	YES NO	5. Did the instructor provide a novel situation in which students could demonstrate their learning? ___ written assignment ___ simulation ___ line dialogue ___ information gap ___ interview ___ demonstrated performance ___ role play ___ contact assignment ___ line dialogue ___ other:________________	YES NO
2. Did the evaluation activity match the performance objective? ___ listen/perform activity ___ speaking activity ___ read/respond activity ___ other:________________	YES NO	6. Was the evaluation activity practical? ___ instructor able to evaluate each student ___ necessary materials preparation time feasible ___ administration time feasible ___ necessary resources available	YES NO
3. Did the evaluation activity measure what had actually been taught and learned? ___ necessary basic skills (i.e. language, structures) practiced before evaluation) ___ life skill task practiced before evaluation	YES NO	7. Was the evaluation activity a reliable measure? ___ clear who could demonstrate skill ___ another rater would make the same judgement	YES NO
4. Did the instructor organize the class in a particular way for the evaluation activity? ___ individual assignment ___ pairs ___ small group ___ whole group	YES NO		

RESOURCE APPENDICES

- Bibliography
- Resources Referenced in Curriculum
    - Published Materials and Books
    - Computer-Assisted Resources
    - REEP Publications

PROFESSIONAL RESOURCES

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Published Materials and Publishers

504 Absolutely Essential Words *(Barron's Educational Series, Inc.)*

Ability To Risk *(Prentice Hall Regents)*

Access: Fundamentals Of Literacy & Communication *(Prentice Hall Regents)*

Alice Blows A Fuse *(Prentice Hall Regents)*

All About The USA *(Longmans Inc)*

All Clear! Idioms In Context *(Heinle & Heinle)*

All Sides Of The Issue *(Prentice Hall Regents)*

America's Story 1 & 2 *(Steck Vaughn)*

American Government: Freedom, Rights, Responsibilities *(Steck Vaughn)*

American Vocabulary Builder 2 *(Longmans Inc)*

Americana Articles 1 *(Newbury House)*

Basic Oxford Picture Dictionary *(Oxford American English)*

Basic Oxford Picture Dictionary Workbook *(Oxford American English)*

Basic Vocabulary Builder *(National Textbook Company)*

Basic Writing *(Prentice Hall Regents)*

Before Book One *(Prentice Hall Regents)*

Beyond Language *(Prentice Hall Regents)*

Book Of Forms *(National Textbook Company)*

Breaking The Ice *(Longmans Inc)*

Business Correspondence: Letters, Faxes, Memos *(Addison Wesley Publishing Co.)*

By The People, For The People *(Center For Applied Linguistics)*

Can We Talk? *(Prentice Hall Regents)*

Card Book *(Prentice Hall Regents)*

Champions Of Change: Famous Black Americans *(Steck Vaughn)*

Champions Of Change: Famous Hispanic Americans *(Steck Vaughn)*

Chicken Smells Good *(Prentice Hall Regents)*

Choices: Consumer Sense *(Contemporary Books)*

Choices: Discovering Your Community *(Contemporary Books)*

Choices: Housing *(Contemporary Books)*

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Published Materials and Publishers

Choices: It's Your Right *(Contemporary Books)*

Clear Speech *(Cambridge University Press)*

Clues To Culture *(Random House)*

Communication Skills That Work 1 & 2 *(Contemporary Books)*

Competency In English *(McGraw Hill)*

Composition Practice: Book 2 *(Newbury House)*

Consider The Issues *(Longmans Inc)*

Consonants Sound Easy! *(Prentice Hall Regents)*

Contact U.S.A. *(Prentice Hall Regents)*

Contemporary GED Writing Skills: New GED *(Contemporary Books)*

Content Area ESL *(Linmore Publishing)*

Conversation Book 1 & 2 *(Prentice Hall Regents)*

Culturally Speaking *(Heinle & Heinle)*

Culture Puzzle *(Prentice Hall Regents)*

Day By Day *(Prentice Hall Regents)*

Drawing Out *(Prentice Hall Regents)*

Easy True Stories *(Longmans Inc)*

English For A Changing World: Cue Book One *(Scott, Foresman, and Company)*

English For Adult Competency 1 & 2 *(Prentice Hall Regents)*

English Survival Series: Identifying Main Ideas (B & C) *(National Textbook Company)*

English Workout *(Scott Foresman)*

ESL For Action *(Addison Wesley Publishing Company)*

ESL Teacher's Holiday Activity Kit *(Prentice Hall Regents)*

ETC Competency-Based Series 2, 3, 4, 5, 6 *(Random House)*

Even More True Stories *(Longmans Inc)*

Expressways 1, 2, 3 *(Prentice Hall Regents)*

Expressways 1, 2, 3 Workbooks A & B *(Prentice Hall Regents)*

Expressways: Foundations *(Prentice Hall Regents)*

Expressways: Foundations, Workbooks A & B *(Prentice Hall Regents)*

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Published Materials and Publishers

Far From Home *(Heinle & Heinle)*

Find Out *(Canada Language Centre)*

First Words *(Linmore Publishing)*

Fitting In *(Prentice Hall Regents)*

From The Start *(Longmans Inc)*

GED Essay *(Contemporary Books)*

GED Writing Skills *(Contemporary Books)*

Get Ready! Go! Home Free! *(Delta Systems)*

Get It? Got It! *(Heinle & Heinle)*

Getting A Fix On Vocabulary *(Pro Lingua)*

Getting Along In English *(Longmans Inc)*

Getting Together *(Harcourt Brace Jovanovich)*

Grammar Handbook *(Oxford University Press)*

Grammar In Use *(Cambridge University Press)*

Grammarwork 1, 2, 3, 4 *(Prentice Hall Regents)*

Great Ideas *(Cambridge University Press)*

Handbook For Citizenship *(Prentice Hall Regents)*

Here To Stay In The USA *(Prentice Hall Regents)*

Highlights Of American History *(NTC Publishing Group)*

How To Improve Your Study Skills *(NTC Publishing Group)*

How To Use The Classified Ads *(C.C. Publications, Inc)*

How To Use The Newspaper *(C.C. Publications, Inc)*

How To Use The Telephone Book *(C.C. Publications, Inc)*

Improving Aural Comprehension *(University of Michigan Press)*

In Your Own Words 1 & 2 *(Cambridge Book Company)*

Initial Clusters Sound Easy! *(Prentice Hall Regents)*

Input/Output *(ABACA)*

Interactions II: Listening/Speaking *(McGraw Hill)*

Interactions II: Reading *(McGraw Hill)*

Published Materials and Publishers

Introducing The U.S.A. *(Longmans Inc)*

Invest Workbooks *(Josten's Learning Corporation)*

Issues For Today: An Effective Reading Skills *(Newbury House)*

It's Time To Talk *(Prentice Hall Regents)*

It's Up To You *(Longmans Inc)*

It's Yours: The Bill Of Rights *(Steck Vaughn)*

Javier Arrives In The U.S. *(Prentice Hall Regents)*

Jazz Chants *(Oxford University Press)*

Jazz Chants For Children *(Oxford University Press)*

Job Discrimination Curriculum: (MIRA) *(Mira Coalition)*

Learning American English *(McGraw Hill)*

Learning To Learn English *(Cambridge University Press)*

Learning To Listen *(National Textbook Company)*

Let's Celebrate America *(Scottish Rite Of Freemasonry)*

Let's Work Safely *(Linmore Publishing)*

Lifelines 1, 2, 3, 4 *(Prentice Hall Regents)*

Lifeskills 1 & 2 *(Addison Wesley Publishing Company)*

Lifeskills Reading *(Educational Design, Inc.)*

Lifeskills Writing Exercise Book *(Contemporary Books)*

Listen For It *(Oxford University Press)*

Listen To Me *(Newbury House)*

Listening Tasks *(Cambridge University Press)*

Longman Dictionary Of American English *(Longmans Inc)*

Longman ESL Literacy *(Longmans Inc)*

Look Again Pictures *(Prentice Hall Regents)*

Look At The USA: Literacy & 1 *(Contemporary Books)*

Look Who's Talking! *(Prentice Hall Regents)*

Making The Most Of News For You *(New Reader's Press)*

Mastering American English *(Prentice Hall Regents)*

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Published Materials and Publishers

May I Help You? *(Addison Wesley Publishing Company)*

Modern English: Parts of Speech *(Prentice Hall Regents)*

More Picture Stories *(Longmans Inc)*

More Reasons For Reading *(Prentice Hall Regents)*

More Recipes For Tired Teachers *(Addison Wesley Publishing Company)*

More True Stories *(Longmans Inc)*

Mosaic - Listening *(Random House)*

Moving On *(Longmans Inc)*

Multi - Cultural Workshop *(Heinle & Heinle)*

Neighbor To Neighbor *(REEP/Arlington Public Schools)*

New Arrival 2 *(Alemany Press)*

New Beginning *(Prentice Hall Regents)*

New Oxford Picture Dictionary *(Oxford University Press)*

New Oxford Picture Dictionary Listening & Speaking Activity Book *(Oxford University Press)*

New Start *(Dormac, Inc)*

New Start Workbook *(Dormac, Inc)*

News For You *(New Reader's Press)*

Newspapers *(Cambridge University Press)*

Night and Day *(Prentice Hall Regents)*

Non-Stop Discussion Book *(Newbury House)*

Note Taking Made Easy *(Contemporary Books)*

Now Hear This *(Newbury House)*

Of The People, For The People *(Center For Applied Linguistics)*

On A Roll *(Prentice Hall Regents)*

Our Own Stories *(Longmans Inc)*

Paragraph Development: A Guide For Students Of English *(Prentice Hall Regents)*

Personal Stories 1, 2, 3 *(Linmore Publishing)*

Picture Stories *(Longmans Inc)*

Picture's Worth 1000 Words *(Prentice Hall Regents)*

Published Materials and Publishers

Pizza Tastes Great *(Prentice Hall Regents)*

Please Write *(Prentice Hall Regents)*

Practical Vocabulary Builder *(National Textbook Company)*

Practice With Your Partner *(Linmore Publishing)*

Problem Solving *(Longmans Inc)*

Process Of Paragraph Writing *(Prentice Hall Regents)*

Pronouncing American English *(Newbury House)*

Purple Cows And Potato Chips *(Prentice Hall Regents)*

Put It In Writing *(Cambridge University Press)*

Putting It In Paragraphs *(Contemporary Books)*

Read Right! *(Minerva Books, Ltd)*

Reader's Choice *(University of Michigan Press)*

Reader's Journal *(Prentice Hall Regents)*

Reading Ad, Reference Material And Legal Documents *(National Textbook Company)*

Reading for Meaning *(Longman, Inc.)*

Reading Labels, Directions & Newspapers *(National Textbook Company)*

Reading Power *(Addison-Wesley Publishing Co.)*

Reading Skills That Work 2 *(Contemporary Books)*

Reading To Write *(Addison Wesley Publishing Company)*

Reading Workout *(Heinle & Heinle)*

Ready, Set, Study: Improving Your Study Skills *(Contemporary Books)*

Real Conversations *(Heinle & Heinle)*

Real-Life English 1, 2, 3, 4 *(Steck Vaughn)*

Real-Life English 2 & 3 Grammar *(Steck Vaughn)*

Real-Life English (Pre-literacy Workbook) *(Steck Vaughn)*

Real-Life English Workbooks 1, 2, 3 *(Steck Vaughn)*

Say It Naturally *(Holt)*

Share Your Paragraph *(Prentice Hall Regents)*

Side By Side 1, 2, 3, 4 *(Prentice Hall Regents)*

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Published Materials and Publishers

Side By Side Activity Workbooks 1 & 2 *(Prentice Hall Regents)*

Skill Building With Newspapers *(American Guidance Service, Inc.)*

Skill Sharpeners 1, 2, 3, 4 *(Addison Wesley Publishing Company)*

Small Talk *(Oxford University Press)*

Sounds Easy! *(Prentice Hall Regents)*

Speaking On Issues *(Holt, Rinehart, Winston)*

Speaking Up At Work *(International Institute of Minnesota)*

Speech Communication For International Students *(Prentice Hall Regents)*

Springboards *(Addison Wesley Publishing Company)*

Start Writing *(Prentice Hall Regents)*

Starting To Read *(Linmore Publishing)*

Step Into Writing *(Addison Wesley Publishing Company)*

Stepping Out *(Collier MacMillan)*

Stories From The Heart *(Linmore Publishing)*

Stories To Tell Our Children *(Heinle & Heinle)*

Strategies In Listening *(Lateral Communications)*

Strategies for Success: Writing *(Steck Vaughn)*

Study Skills *(Essential Learning Products)*

Study Skills For Students Of English *(McGraw Hill)*

Study Skills Handbook *(Oxford University Press)*

Survival English 1 *(Prentice Hall Regents)*

Take Care Of Yourself *(Prentice Hall Regents)*

Taking Off *(Longmans Inc)*

Talk-A-Tivities *(Addison Wesley Publishing Company)*

Taste Of English *(Association Of Farm Worker Opportunity Programs)*

Teaching How To Learn *(MacQuarie University)*

Test And Essay Writing Exercise Book *(Contemporary Books)*

Testwise *(Fearon Teacher Aids)*

Think Twice Communicative Activities *(Cambridge University Press)*

Published Materials and Publishers

Time And Space *(Prentice Hall Regents)*

TOEFL Preparation Kit (Newbury House) *(Prentice Hall Regents)*

Trial By Jury *(Newbury House)*

True Stories In The News *(Longmans Inc)*

Tuning In To Spoken Messages *(Longmans Inc)*

U.S.A.: Customs And Institutions *(Prentice Hall Regents)*

Understanding And Using English Grammar *(Prentice Hall Regents)*

Using The Want Ads *(C.C. Publications, Inc)*

Variations *(Prentice Hall Regents)*

Voices of Freedom 1 & 2 *(Prentice Hall Regents)*

Way To U.S. Citizenship *(Dormac, Inc)*

What's Up? American Idioms *(Prentice Hall Regents)*

Working Culture 1 & 2 *(Prentice Hall Regents)*

Working Experience 1, 2, 3 *(New Reader's Press)*

Working In English 1 & 2 *(Contemporary Books)*

Write From The Start *(Heinle & Heinle)*

Write It Right *(Prentice Hall Regents)*

Write On Cue *(Glencoe)*

Write Soon *(Maxwell MacMillan)*

Write Stuff: Lifeskills Writing *(Contemporary Books)*

Writing Book: English In Everyday Life *(Prentice Hall Regents)*

Writing Challenge *(Maxwell MacMillan)*

Writing It Down *(New Reader's Press)*

Writing Warm Ups *(Prentice Hall Regents)*

Yesterday And Today In The U.S.A. *(Prentice Hall Regents)*

You And Your Child's Teacher *(New Reader's Press)*

COMPUTER-ASSISTED RESOURCES AND PUBLISHERS

Alphabetizing *(Aquarius People Materials)*

Aware *(U.S. Department Of Education)*

Basic Vocabulary Builder *(National Textbook)*

BLS Vocabulary Skills *(BLS Inc)*

Compton's Multi-Media Encyclopedia on CD-Rom *(Compton's)*

Core *(Educational Activities)*

Diascriptive Language Arts *(Educational Activities)*

ELLIS *(Cali, Inc)*

English Express *(Davidson)*

Facemaker *(Spinnaker)*

Goal *(Davidson)*

Grammar Mastery 1 & 2 *(American Language Academy)*

How To Write For Everyday Living *(Educational Activities)*

Invest In The Future *(Invest Learning)*

IVD Housekeeping Lessons 1, 2, 3, 4 *(repurposed by REEP from a videodisc program produced by the American Hotel and Motel Association)*

KidsWare *(Mobius)*

MECC: Dataquest *(MECC)*

MECC: Moneyworks *(MECC)*

MECC: Paint With Words *(MECC)*

PC Globe *(Broderbund)*

PC U.S.A. *(Broderbund)*

Practical Vocabulary Builder *(National Textbook)*

Prentice Hall TOEFL Software *(Prentice Hall Regents)*

Prodigy *(Prodigy - Interactive Personal Service)*

Quick Talk *(Educational Activities)*

Read 'N' Roll *(Davidson)*

Reading For Everyday Living *(Educational Activities)*

Ready *(Interactive Knowledge)*

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Self 1 & 2 *(American Language Academy)*

Spell It! *(Davidson)*

Virginia View *(Virginia View)*

Where In The World Is Carmen San Diego? *(Broderbund)*

Word Attack Plus *(Davidson)*

Word Perfect 5.1 *(Word Perfect Corp.)*

VIDEOS

Arlington Survival Video: 911 *(Arlington, VA: Arlington Community Television)*

Arlington Survival Video: Banking *(Arlington, VA: Arlington Community Television)*

English Works *(Longman Inc)*

Side By Side *(Prentice Hall Regents)*

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REEP Publications

The following REEP materials are available through:

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University-Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090

To order copies: Tel: (800) 443-3742
Fax: (703) 440-1408

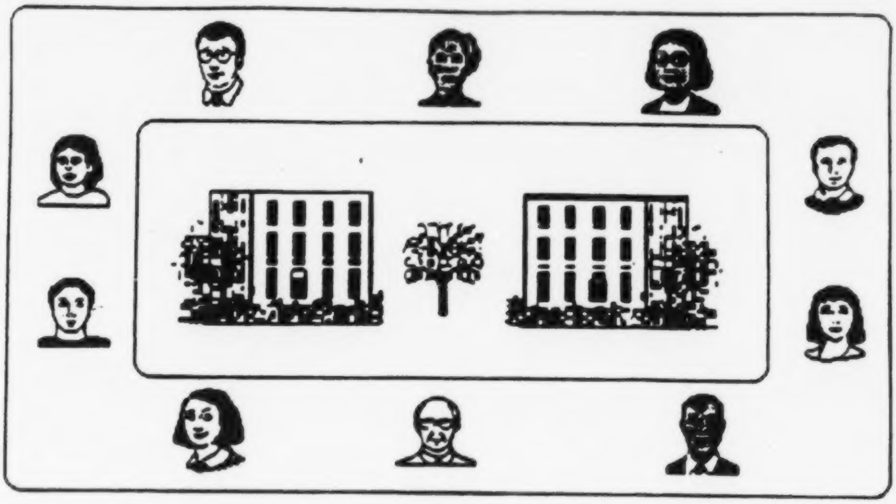
Please use the ERIC access numbers given below.

ERIC ACCESS	TITLE
ED 255 771	Competency-Based Teacher Education Workshops for CBE/ESL.
ED 312 909	◂ The REEP Curriculum, Revised Edition. Competency-Based ESL for Adults. **Volume I, Track A.**
ED 312 908	◂ The REEP Curriculum, Revised Edition. Competency-Based ESL for Adults. **Volume II, Track B.**
ED 312 911	Handbook for ESL/Civics Programming: ***For Phrase II Applicants for Legalization.***
ED 313 927	Perspectives on Organizing A Workplace Literacy Program.
ED 326 076	Recruiting Employees for ESL Classes.
ED 321 613	Housekeeping ESL: ***Workplace Literacy Curriculum for Hotels.***
ED 363 144	Food and Beverage Industry ESL: ***Workplace Literacy Curriculum for Hotels.***
ED 363 145	Convenience Store Workplace Literacy Curriculum.
ED 364 124	Building Facilities/Custodial Services ESL: ***Workplace Literacy Curriculum.***
ED 322 290	REEP Hotel Workplace Literacy Project: ***Final Report - Grant 1.***
ED 322 291	REEP Hotel Workplace Literacy Project: ***Evaluation Report 1988-1990 Dr. Morris Peterson.***
ED 363 146	REEP Federal Workplace Literacy Project: ***March '91 - February '93. Final Report - Grant 3.***
# pending	Indicators of Program Quality: ***An ESL Programming Perspective.***

◂ Lists of books and materials can be found in these publications.

NEIGHBOR TO NEIGHBOR

An English as a Second Language Curriculum for Volunteers



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THE EMPLOYMENT TRAINING CENTER CURRICULUM

PRE-VOCATIONAL ESL TRANSITION COURSE FOR ADULTS

CURRICULUM COORDINATOR: Pat Horner

CURRICULUM DEVELOPMENT TEAM:

Cynthia Rigsby
Mary Alice Vogt

Employment Training Center (**ETC**)
Arlington Public Schools
2801 Clarendon Boulevard
Arlington, Virginia 22201

Produced by the Employment Training Center (**ETC**) under funding from the United States Department of Education, Office of Adult Education. Grant # V223A20022

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PRE-VOCATIONAL TRANSITION ESL COURSE FOR ADULTS

INTRODUCTION

The Employment Training Center (ETC), located at the Career Center, is part of the Adult Education Division of Arlington Public Schools and has provided vocational training to eligible unemployed and underemployed Arlington County youth and adults for over 25 years. The Center is a federally funded program with multiple funding sources and offers free training to diverse populations in the areas of Office Skills, Electrical Trades, Printing and Early Childhood Training. The Center is a full-service program which includes outreach/recruitment, counseling, skill training, job placement and follow up and has bilingual counselors and instructional aides (Spanish and Vietnamese) on staff. ETC's job placement rate currently averages over 80% as the center continues to provide quality training for the workplace.

The Pre-vocational Transition ESL Course for Adults is a product of ETC's participation in the National English Literacy Demonstration Project, which was funded by the United States Department of Education, Office of Adult Education.

When learners complete the pre-vocational track at the Arlington Education and Employment Program (REEP) and/or have met the criteria needed to transition (see Entry Level Descriptions, Appendix A), they can enroll in this specially-designed pre-vocational ESL course. When learners transition from REEP to ETC, a learner portfolio transitions with them. This portfolio includes a history of classes taken, test scores, writing samples, REEP progress reports, and a learner needs assessment survey. This portfolio assists the ETC teacher in adapting the course to meet learner needs.

The main purpose of this course is to help transition students from REEP to the Employment Training Center or some other vocational-related training by enabling learners to increase their English language skills before entering a job training program.

At the end of the 120 hour course of instruction, learners are evaluated as to their readiness for one of the four job training programs that ETC offers: Office Skills, Electrical Trades, Child Care, and Printing. This evaluation consists of the teacher's evaluation of classroom performance (see Appendix B) as well as ETC's regular intake assessment measures (see Appendix C).

USING THE COURSE

This course was designed for 120 hours of instruction. Classes meet for three hours a day, five days a week for eight weeks.

Course Objectives

Upon completion of this course, students will have:

- developed skills for succeeding at work
- acquired competencies needed to get jobs, to keep jobs, and advance in jobs
- improved speaking, reading, and writing skills
- improved cultural awareness needed to understand how the workplace function; to learn their jobs well and advance; to get along with fellow employees and supervisors, and adapt comfortably to new demands.
- increased job-related vocabulary
- improved comprehension and clarification techniques

Suggested Use of Class Time

Each class session of three hours will be divided in the following manner. The first one and one-half hours will be spent working in the main text, Speaking Up at Work. Following a short break, the remaining one and one-half hours will be spent working on writing, reading, speaking and listening, using either the regular text or supplemental material and the CCC Lab as is deemed appropriate by the instructor. Reinforcement of telephone skills and reference skills will also be taught during this period.

Instructional Materials

The main text will be Speaking Up at Work (See Appendix D for Objectives to be covered and supplemental resources). The computer assisted learning lab (CCC) is used by the students on a daily basis to improve skills in the following areas:

- Listening, Comprehension and Reading (Reading Network)

- Vocabulary & Reading (Reader's Workshop)

- Grammar (Fundamentals of Learning)

Students are encouraged to keep track of their own progress and scores, but computer generated weekly reports and teacher evaluations are included.

Books and other resources are available for teachers to expand the lessons in the regular text if reinforcement is needed. Suggested books are listed in the bibliography on the following page. Additional resources include:

- AV: Overhead Projector, VCR, TV, Telephones
- Telephone books
- Newspapers: News for You, The Washington Post, The Arlington Journal.
- Maps
- Searching Jobs through Vocabulary (See Bibliography)
- Computer Assisted Learning Lab (CCC)
- Columbia Pike Public Library (adjacent to the Employment Training Center)

RESOURCES/BIBLIOGRAPHY

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- Williams, John W. and Steven A. Eggland. Communicating at Work. Cincinnati: South-Western Publishing Co., 1979.

ETC APPENDICES

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APPENDIX A

ETC ENTRY LEVEL DESCRIPTIONS: INTENSIVE PRE-VOCATIONAL COURSE Rev 4/21/94
(Transition BEST 29-33; Office Skills 37-40)

General Skills	Study Skills	Speaking	Listening	Reading	Writing
Understands most social demands. Can handle work which involves a sequence of 2 or 3 oral or written instructions in unfamiliar situations. A native speaker accustomed to dealing with LEPs can understand most of the time. Can state a personal opinion and support it with one to two examples.	Understands the basic format of text books (e.g. index, table of contents) Can use an ESL English/English dictionary for basic spelling and definition. Is familiar with basic types of test questions and formats (e.g. true/false, fill-in, multiple choice). Has some awareness of specific difficulties in skill areas.	Can function independently in social situations. Communicates by telephone on familiar subjects. Expands and supports basic ideas when speaking. May hesitate when organizing or looking for vocabulary. Can clarify and reword most conversations. Controls basic grammar but makes mistakes with difficult structures. Can make a 5-10 minute oral presentations easily on topics of interest with minor organizational problems.	Can understand 3-5 sequential oral instructions. Understands conversations on everyday level at normal speed when addressed directly. May need general clarification and repetition. Understands most non-contact communication on familiar topics.	Can read passages and answer short comprehension questions including opinion and some inference questions. Demonstrates some strategies to guess vocabulary in context including surrounding words and word order. Can identify the topic sentence. Can identify and paraphrase main idea. Can orally retell most reading passages. Reads using some context clues. Can recognize difference between fact and fiction.	Can write clear sentences. Has some organizational problems with word order and sentence order.

APPENDIX A

ETC EXIT LEVEL DESCRIPTION: INTENSIVE PRE-VOCATIONAL COURSE (TABE Assessment) (Rev. 4/21/94)

General Skills	Study Skills	Speaking	Listening	Reading	Writing
Understands differences in social and work demands. Understands importance of accurate comprehension of oral or written instructions in unfamiliar situations. A native speaker unaccustomed to dealing with LEPs can understand most of the time. Can state and support a personal opinion and readily support it with examples, explanations, and clarification. Can identify differences between spoken and written language.	Understands and uses the basic format of text books (scan for general information). Can use an English/English dictionary for basic spelling, pronunciation and multiple definitions. Demonstrates understanding of basic types of test questions and formats: true/false, fill-in, multiple choice, and essay. Demonstrates a few study and test-taking strategies, e.g. budgeting time, and process of elimination. Knows how to address specific difficulties related to job training.	Can function independently in nearly all social and work situations. Interacts on phone to leave business messages. Expands and supports basic ideas when speaking. Can initiate or change subjects easily. May experience some minor hesitation. Can clarify and reword most conversations. Controls complex grammar but may make minor mistakes with difficult structures. Can make a 5 minute work-related oral presentation.	Can understand 4-6 sequential oral instructions. Understands work-related conversations. Can ask for clarification or repetition of specific portions of conversation. Understands conversations at normal speeds on job-related topics. Understands 50-75% of all non-contact communications. Can take phone messages.	Can read passages and answer basic factual, inference, and judgement comprehension questions. Can orally summarize reading passages.	Can write complex sentences. Can identify and self-edit 25-50% of written errors. Makes minor errors in grammar and mechanics which do not interfere greatly with meaning.

APPENDIX B
ETC PROGRESS REPORT

Name: ____________________ **Class:** ____________________

Date: ____________________

The students are evaluated on their progress in the following areas:

I. Oral Communication: ____________________

- **A. Fluency in speaking:** ____________________
- **B. Listening Comprehension:** ____________________
- **C. Pronunciation:** ____________________

II. Written Communication: ____________________

III. Reading: ____________________

IV. Vocabulary: ____________________

V. Computer: ____________________

VI. Behavior/Attitude/Personal Adjustment: ____________________

Comments: ____________________

Recommend Job Training: **YES NO**

Teacher's Signature ____________________

APPENDIX C

Employment Training Center

Intake Assessment Procedures:

The intake/assessment team at ETC uses a comprehensive system for assessing trainees' vocational aptitudes and skills, English language proficiency, and career interests. Work experience and amount of interest in specific trade is, of course, a major factor in the appropriate placement of a trainee in the Early Childhood, Office Skills, Electrical Trades, or Printing courses. Aptitudes for a specific skill area may be measured by tests such as the Dvorine Pseudo-Isochromatic Plates (for detection of possible color-blindness) or the ETC clerical test. Microtower, VITAS and VALPAR work samples may be administered to assess the following aptitudes: finger dexterity, measuring, numerical, spatial and form perception. In addition, the Test of Adult Basic Education (TABE), an achievement test, is given. The subtests include: Math Computation, English Language Vocabulary and Reading Comprehension.

The TABE test results are used as one tool to place appropriate applicants into the BVT program and recommend others to more appropriate programs. These scores are also used to place trainees in the appropriate instructional component of the computer-assisted lab once they have started the program.

The structured interview/intake process at ETC is also a very important part of assessment for it gives staff an evaluation of how potential trainees communicate verbally, how they follow directions; and whether they are motivated enough to follow through on the intake/assessment process to seriously pursue training. All these results are then used as the basis for developing an Individual Service Strategy for each trainee upon acceptance into the program.

APPENDIX D

Job-Related Performance Objectives

The following goals and objectives from Speaking Up At Work are taught in this course.

Goal	**Objectives** (Students will be able to:)	**Supplemental Resources/Activities and Cultural Objectives**
Greeting and Addressing People	* Greet and address co-workers and supervisors appropriately * Use leave-taking expressions * Request clarification	Roleplays English for the Secretary pp. 1-8 Cross-culture: Understand how Americans will interpret a lack of social interaction
Asking for Clarification	* Request clarification * Ask someone to speak more slowly * Indicate clearly that an explanation has been understood * Repeat parts of instructions for clarification * Ask if work is correct	Role plays, skits What You Need to Know About Reading Labels, Direction pp. 22-23 Cross-culture: * Understand it is their responsibility to indicate when they don't understand * Understand they will not lose respect by admitting they have not understood

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Goal	Objectives (Students will be able to:)	Supplemental Resources/Activities and Cultural Objectives
Understanding Work Schedules	* Explain the purpose of work schedules * Explain vocabulary related to work schedules	Work-schedules Cross culture: Understand it is the worker's responsibility to know what his work schedule is
Phoning is Sick	* Ask to speak to appropriate person and identify self when calling in sick * Explain they are not coming to work and give appropriate reasons * Say how long they will be absent and close the conversation * Explain acceptable reasons for missing work	Use Telex Trainer to practice calling-in Cross-culture: Understand importance of notifying employer if they are not coming to work
Giving and Asking for Directions	* Ask and answer where things are located or kept * Follow directions to specific locations * Ask specific questions to pinpoint locations	Role play English for Adult Competency 2 pp. 74, 76, 77, 78
Understanding Time Clocks	* Explain the purpose of time clocks * Fill out various kinds time sheets	Fill in time sheets

Goal	Objectives (Students will be able to:)	Supplemental Resources/Activities and Cultural Objectives
Asking for Help	* Get someone's attention and ask for help on the job * State clearly what problem is * Ask to have a task demonstrated or ask someone to watch * Report they have run out of supplies	Go to library to ask for help Roleplays
Understanding Paychecks	* Tell for which pay period a check is being issued * Use appropriate terms when referring to paychecks * Explain standard and special deductions on paychecks * Check paychecks for errors	Roleplay turning in time sheets, receiving paychecks, and questioning deductions
Showing Concern for Safety	* Remind co-workers to use safety equipment and respond politely when they are reminded * Explain company rules and respond appropriately when reminded * Respond quickly to warnings and give warnings to co-workers * Identify situations that are dangerous and those that are not * Explain the reasons for following safety rules	Roleplay using realia Let's Work Safely pp. 62-82

Goal	**Objectives** (Students will be able to:)	**Supplemental Resources/Activities and Cultural Objectives**
Understanding Safety Rules	* Learn a basic list of safety rules and apply them in different situations * Explain in which situations protective equipment should be used * Explain a variety of safety signs and explain their meaning * Inquire about any sign or message they cannot read or understand * Explain responsible for following the safety rules at the workplace	Let's Work Safety Safety signs relating to electricity, offices, printing, and child care
Getting Incorrect Work Explained	* Respond to corrections and suggestions * Ask for an explanation of what they have done wrong * Ask to have work checked * Point out and explain mistakes to others	Office Communication Cross-culture: * Understand that it is important to be able to accept suggestions and corrections from people of different sexes, ages, and races * Understanding that doing quality work and keeping up with production are both important in the American workplace

Goal	**Objectives** (Students will be able to:)	**Supplemental Resources/Activities and Cultural Objectives**
Apologizing	* Apologize in a variety of situations 1. being late 2. not doing a good job 3. not following rules 4. hurting someone 5. spilling or breaking something * Give explanations and assurances when apologizing * Inquire if people are all right * Offer to help after hurting someone and spilling or breaking something * Accept an apology	Cross-culture: Understand the kinds of situations which require apologies
Talking About Tools	* State the names and use of common tools * Borrow and return tools * Report and request missing parts * Describe defective tools and parts * Use a parts list to verify that a set of parts is complete	

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Goal	**Objectives** (Students will be able to:)	**Supplemental Resources/Activities and Cultural Objectives**
Understanding Schedule Changes	* Respond to instructions about a change in schedule--in person or over the phone * Respond appropriately when asked to work overtime * Give specific reasons why they cannot work overtime	
Understanding Procedure Changes	* Tell supervisor when they will finish the task they are currently doing and when they will begin their new task * Explain where a newly assigned task fits into the sequence of tasks to be completed * Clarify understanding of instructions	Cross-culture: Understand the importance of being a flexible worker
Understanding Health Insurance	* Become familiar with different kinds of health insurance such as hospitalization, comprehensive insurance, and health maintenance organizations * Fill out simple health insurance application form	Current newspaper articles about health care Health insurance forms

Goal	**Objectives** (Students will be able to:)	**Supplemental Resources/Activities and Cultural Objectives**
Discussing Problems	* Find out who to talk to about a problem * Arrange a time to speak to the appropriate person * State clearly what the problem or request is * Explain changes clearly	Roleplay
Receiving and Delivering	* Give someone a message * Confirm the essentials of message * Notify the sender that a message has been delivered * Offer to take phone messages * Write down a phone messages	
Talking About Advancement	* Ask supervisors about job advancement * Answer questions about present job and duties * State what job they are applying for * Speak positively about abilities	Keeping a Job pp. 43-45

THE MARYMOUNT UNIVERSITY CURRICULUM

PRE-ACADEMIC ESL TRANSITION COURSE FOR ADULT LEARNERS

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PRE-ACADEMIC ESL TRANSITION COURSE FOR ADULT LEARNERS

Introduction

Marymount University, located in Arlington Virginia, is an independent Catholic university of 4100 men and women of diverse faiths and cultural backgrounds. Founded by the Religious Order of the Sacred Heart of Mary, Marymount follows an international tradition of providing quality educational services for its student body which currently comprises students from 67 nations and 33 states. One of Marymount's special services is its Intensive English Program, which offers four levels of English language instruction for those international students who are admitted to the University but whose English skills need further development. Marymount has in place a full range of ESL courses and a proven track record in second language teaching.

As part of the National English Literacy Demonstration Project funded by the United States Department of Education, Marymount and the Arlington Education and Employment Program (REEP) developed and implemented a transitional program of ESL instruction to provide pre-academic skill preparation for adult learners. Before participating in this project, Marymount was unable to serve a large percentage of adult immigrants and refugees in Arlington because these learners do not meet eligibility requirements for acceptance into the University often due to a lack of academic training and skills. Because REEP offers ESL classes which address the needs of a wide range of ESL adult learners, it cannot offer the intensive series of university academic preparation classes that some REEP students would like to pursue. The Department of Education grant gave Marymount and REEP the opportunity to develop and deliver the type of transitional academic courses that are needed to bridge the gap between REEP's English program and the skills that are necessary for admission to college and university programs.

Description of the Transition Academic Project

1. A coordinated system and program now exists between the two institutions (REEP and MU) to identify potential candidates for the MU pre-academic course. Candidates must have completed the highest ESL level offered at REEP, meet the entry level descriptions (Appendix A), have good class attendance records there, receive at least an intermediate level ESL placement test score on the Michigan Test, and have an oral interview which assesses motivation and capacity to complete the pre-academic program.

2. Selected candidates enter an ESL pre-academic course held at Marymount which consists of 120 hours of instruction taught by trained ESL professionals (All instructors have at least a MA Degree in the ESL field). The course usually meets M-TH from 6-9 PM for 10 weeks. This allows us to accommodate those students who have full-time jobs. Class size is a maximum of 15 students.

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3. One of the purposes of the transition course is to give the students exposure to a college/university type program of studies. For this reason the course is taught by two different instructors following a typical MW/TUTH schedule. Homework is assigned and corrected by the instructors. As indicated in Appendix B, the texts used have varied from session to session as we became more familiar with the needs and level of the students.

4. The course content focuses on all basic academic skills - writing techniques and mechanics, academic reading and vocabulary development, study skills (testing, note-taking, library use, etc.) and TOEFL preparation. Students also receive special presentations on college application and admission procedures, financial aid, major curriculum fields and college life management for the returning adult. Students take the Institutional TOEFL exam at the end of the course as a further transition step to college admissions. See Appendix B for major topics covered and texts used.

5. All costs of the program are paid for by the grant funding. The students receive all instruction, texts, and testing materials free of charge.

Project Goals

The goal of this project is for the students to achieve a high enough competency in English after finishing the Marymount transition course so that they may begin full-time academic work or a combination of ESL classes and regular academic courses at an institution of higher learning. In this way, the students do not need to exhaust their limited financial resources or financial aid in several semesters of entry level ESL classes. Within the scope of Marymount University's Intensive English Program, this would mean that a student coming out of the transition course would place at the very least into Marymount's advanced Intensive English level which allows a student to take two regular academic courses along with ESL instruction and that they should score 500 or better on the TOEFL exam. Appendix A describes the competencies that were expected of students at entry into the transition program and the competencies that were to be achieved by the end of the course. See Appendix C for Progress Reports.

Student Profile

The students in this project represent all spectrums of the immigrant population in Arlington. The majority are Hispanic with both Asian and African students represented as well. The program is not directed toward any specific nationality. Many students have completed some college/ university work in their own countries which they now wish to continue in the U.S. Some hold BA degrees.

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APPENDIX A
MU/REEP Pre-Academic Transition Program
Entrance Level Descriptions

SPEAKING

1. Has fluency in spontaneous/informal speech situations.
2. Has had some experience with delivery of formal presentations.
3. Understands the organizational basics of information presentations but lacks confidence in ability.
4. Speech may be accented but does not interfere with communicative effectiveness.
5. Grammar mistakes are noticeable but do not hinder listener comprehension.

LISTENING

1. Follows conversational English without difficulty.
2. Can perform basic listening comprehension tasks such as following oral instructions and taking notes on simple topics.
3. Processes unfamiliar material at a slower than normal rate of speed and often needs material to be repeated or restated for full comprehension.
4. Has had little experience with listening comprehension test taking strategies.

READING

1. Is able to summarize short unabridged reading selections (fiction/nonfiction).
2. Can identify main ideas and supporting details of those readings.
3. Comprehends general vocabulary items but has a limited academic vocabulary base.
4. Has vocabulary building skills but needs to expand them and to focus on higher level reading material.

WRITING

1. Demonstrates control of paragraph length material following standard linear development - topic sentence, supporting details and conclusion.
2. Paragraphs show mechanical and grammatical weaknesses.
3. Sentence structures are varied but lack use of idiomatic expressions.
4. Effectiveness of topic development is sometimes hampered by limited or inappropriate vocabulary choices.

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Exit Level Descriptions

Speaking

1. Participates in class discussions easily and with confidence and without teacher prompting.
2. Uses self-monitoring techniques to correct grammar errors.
3. Can discuss academic/nonfiction articles with control and comprehension.
4. Uses argumentation skills with controversial topics and shows increased ability to express individual ideas.
5. Is comfortable in making 5-10 minute individual formal presentations before peer group.
6. Has participated in group presentations and understands the concept of being part of a team.

Listening

1. Has developed strategies for taking standardized listening comprehension exams.
2. Can take notes on academic lecture material using common note-taking skills including abbreviations.
3. Can use notes to successfully answer factual questions about academic lectures.
4. Can follow presentations given at normal speed by outside speakers whose topics are unfamiliar to the students.

Reading

1. Can use word analysis (roots, stems, affixes) to understand new vocabulary items.
2. Uses context clues and predicting to increase reading comprehension.
3. Has increased reading speed as shown by improvement on timed reading tests.
4. Understands the organizational form of textbooks as opposed to fiction writing.
5. Can read lengthy passages with comprehension from a variety of textbook styles and disciplines.
6. Can apply reading and vocabulary strategies in standardized test taking situations.

Writing

1. Demonstrates a wide range of purpose and form in paragraph writing - summaries, analysis of data, formal letters requesting information, essay test practice.
2. Uses appropriate transitions within and between paragraphs.
3. Uses self-editing techniques.
4. Has increased control of mechanics and spelling although errors exist.
5. Writes well formed sentences with few awkward or poorly structured passages.
6. Can use vocabulary and tone of writing that is appropriate for the task.

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EXIT LEVEL DESCRIPTIONS (Continued)

Academic Preparedness

1. Understands the organization and structure of higher educational institutions.
2. Has the skills and knowledge to successfully ask for information and complete a college application form.
3. Can use a college catalog and class schedule.
4. Understands financial aid options.
5. Sees the time commitment required for academic coursework.
6. Understands ethical codes of academic performance.
7. Uses critical thinking skills in the four skill areas.

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APPENDIX B
Transition Course
Pre-academic Curriculum Outline

The following major topics will be covered during the 10 week program:

I. Reading Development

A. Strategies in Reading
  1. previewing
  2. predicting
  3. scanning & skimming
  4. word analysis
  5. vocabulary in context

B. Reading for comprehension
  1. main idea > supporting details > inference
  2. varied reading selections: fiction > information based> newspaper articles

C. Dictionary use to include
  1. understanding information available
  2. using alphabetical listings
  3. using pronunciation guide
  4. choosing best definition from context

D. Timed readings
  1. Increasing reading rate

E. Reading for pleasure
  1. Pleasure reading of texts from abridged ESL works to unabridged novels - based on individual's level and interest.

Reading text - first year: What's in a Word by Eckstut & Sorensen (Longman, 1992). Longman Dictionary of American English (Longman, 1983) SLE Newsworld newspaper. In-house materials include Jamestown series of timed readings as well as reading materials from ESL office for checkout.
Second year: Lexus:Academic Vocabulary Study by Burgmeier, Eldred & Zimmerman (Prentice Hall). Supplement: Basic Skills for Academic Reading by James W. Ramsay (Prentice Hall, 1986)

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II. Writing Development

A. From mad-man stage to full paragraph
   1. Organization process
   2. Narrowing topic & topic sentence
   3. Supporting details
   4. Transitions
   5. Conclusion

B. Writing purpose and form
   1. selected rhetorical forms: compare/contrast, describe, inform, process
   2. writing purpose: content summaries, analysis of data, letters, answering essay questions

C. Writing mechanics
   1. punctuation usage: periods, commas, semi-colons, colons
   2. sentence level structure problems
   3. student editing

Writing text - first year: Becoming a Writer by Wong, Glendinning, Mantell (Longman). Second year: Thinking to Write by Linda Watkins-Goffman and Diana G. Berkowitz (Heinle & Heinle, 1990).

III. Study Skills

A. Academic testing
   1. objective vs subjective tests - how to prepare for/how to take
   2. following directions
   3. time management
   4. study tips

B. Note-taking practice
   1. listening for content
   2. note-taking form - including common abbreviations

C. Using a library
   1. using computerized card catalogue
   2. using reference materials - periodical and journal indices, encyclopedias, etc
   3. hands-on practice locating library materials and using microfiche and microfilm
   4. prepare short annotated bibliography

Materials will include in-house Intensive English cassette and video tapes of academic lectures. Tour and orientation to MU library.

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IV. TOEFL Preparation

A. Preview TOEFL test
B. Study TOEFL preparation materials
C. Take Institutional TOEFL Exam
D. Go over TOEFL test application process

Text: Longman Preparation Course for the TOEFL by Deborah Phillips (Longman, 1989).

V. Grammar Study

A. Done in conjunction with TOEFL preparation and writing segments.
B. Supplementary grammar exercises and explanations introduced when needed for classroom or individual use.

VI. Oral Skills Development

A. Teacher directed conversations based on in-class work.
B. Nondirected oral presentations as spinoffs from text and newspaper readings and library work.

VII. Outside Speaker Topics

A. The college application/admissions process
B. Orientation to the academic system
  1. degrees/majors/credits - electives vs requirements
  2. grading systems - what is a GPA?
  3. the college catalog & schedule - how to read them
C. Financial aid - what kind and how to apply
D. Speakers from students' major curriculum areas

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APPENDIX C
MARYMOUNT UNIVERSITY
Progress Report

Student's name:______________________________ **Date:**__________________

Reading/Vocabulary

Teacher: ____

Attendance:

Quizzes:

Class Participation:

Homework:

Course Grade:

Comments and Recommendation:

Composition/TOEFL

Teacher: ____

Attendance:

Quizzes:

Compositions:

Class Participation:

Oral Presentation:

Course Grade:

TOEFL Score:

Comments and Recommendation:

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